

The Clearing House

A journal for modern junior and senior high schools

VOL. 21

APRIL 1947

No. 8

Contents

State-Wide Plan: Improvements for Conn. High Schools	Paul D. Collier	451
The Atom and Civilization: Ten Duties for Teachers	Aaron Goff	457
-Detention Room: A Catch-All for the Sinful	John Carr Duff	461
School Exhibit on Vacations for Pupils	Ethel Rogers	465
A Veteran and Two Girls	Amy Fallaw	467
Psychology: Opinions of Pupils in 6 High Schools	T. L. Engle	469
Summer School for Veterans: Speed-Up Plan	Raymond G. Wilson	474
Who Should Teach Teen-Agers to Drive?	Lawrence A. Barrett	476
Homeroom Preparation for the Vocational Conference	Albert R. Brinkman	478
English Honor Society: Composition Correction	Grace O. Clayton	481
-Discipline: Not the Act, But the Cause	Edwin A. Fensch	483
It's the Men Who Revisit the High School	R. Elizabeth Reynolds	485
Department Heads in Action	Frank M. Durkee	488
"I Could Never Be a Teacher"	Kathryn H. Martin	490
Spelling Demons and Devils	Helen F. Benner	493
-Guide for Guidance—and Some Searching Questions	Harold J. Mahoney	494

Departments

The Spotlight	456	School News Digest	496
"In My Opinion . . ."	466	Editorial	497
Findings	477	School Law Review	499
Tricks of the Trade	489	Book Reviews	501

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

Address manuscripts to The Editor, The Clearing House, 207 Fourth Avenue, New York 3, N.Y.

YOU CAN READ BETTER

by

ELLEN WALES WALPOLE

There is no substitute for the ability to read.

There is no substitute for a book that will meet the student where he is with respect to reading and study skills and make him a fast, efficient, retentive reader in all the content fields.

Here is a book for students who are failing to grasp the work in their high school subjects. **YOU CAN READ BETTER** goes straight to the roots of the trouble.

SILVER BURDETT COMPANY

45 East 17th Street
NEW YORK 3

221 East 20th Street
CHICAGO 16



709 Mission Street
SAN FRANCISCO 3

707 Browder Street
DALLAS 1

HOW TO GUIDE YOUR STUDENTS MORE EFFECTIVELY

The Role of the Teacher in Personnel Work

by

RUTH STRANG

Professor of Education

Teachers College, Columbia University

Third Edition, Revised and Enlarged

Send for Copy on Approval

Descriptive Circular Available

Bureau of Publications

Teachers College, Columbia University

New York 27, New York

In writing advertisers please mention CLEARING HOUSE

THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 21

APRIL 1947

No. 8

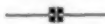
STATE-WIDE PLAN:

Improvements for Conn. High Schools

By PAUL D. COLLIER

IN THE PAST fifteen years, those in the Connecticut State Department of Education who have been responsible for the supervision of secondary schools have developed cooperatively with local leaders a program of improvement composed of four distinct phases.

The first phase was accomplished by imitating and adapting good practices and procedures found in the state. The state supervisor facilitated the exchange of good ideas in several ways. By means of personal conferences, letters, bulletins, and planned visiting days the better practices received careful study and were thus instrumental in bringing about much improvement. This might be called the "gossip" method of supervision, as information is spread by word of mouth from school to school. This will continue to be one of the most effective methods for improvement in schools.



EDITOR'S NOTE: *The fourth and final phase of a state-wide program for the improvement of secondary education in Connecticut is now being developed. The numerous changes and shiftings of emphasis that have been planned for the Connecticut high schools' curriculums are explained by Mr. Collier, who is director of the Bureau of Youth Services of the State Department of Education, Hartford, Conn.*

The second phase of the program was evaluation. Informal evaluations were made by local faculties in eighty-five secondary schools in Connecticut. The evaluation guide was a check-list of some sixty pages developed by a committee of principals and superintendents working with the state high-school supervisor. Since these initial, informal evaluations in 1937, ninety-five secondary schools have been appraised, using the "Evaluative Criteria" of the Cooperative Study of Secondary School Standards.

The regularly scheduled evaluation, appraisal, or survey is basic in identifying problems, strengths, and weaknesses upon which sound programs of improvement may be planned and executed. For best results in an evaluation, a cooperative procedure should be followed in which the professional staff of the school, citizens of the community, pupils, and members of the state department of education participate. As the citizenry of the state become more conscious of the necessity for standards upon which to base the distribution of state grants, the value and soundness of the cooperative evaluation will be better understood.

The third phase consisted of dividing Connecticut into twelve regions for the purpose of group conferences because of the difficulty of wartime traveling. Conferences were arranged several times each year in the

centers of these regions, where members of the Bureau of Youth Services of the State Department of Education met with local lay leaders, teachers, and principals and superintendents of schools, for the purpose of better gearing the schools to the war effort. Largely through these regional meetings fifteen or more elements in the school's program, in line with the war program, were initiated—or improved when already in operation in communities. The value of regional conferences in terms of numbers reached and time saved can hardly be overestimated. Regional conferences have a significant place in cooperative plans developed by local and state leaders for the improvement of secondary education.

The fourth phase of the State Department's program is called "Reorganization, Redirection, and Retooling of Secondary Education." This is a cooperative project also. A large number of teachers, principals, superintendents of schools, and faculty members from the teachers colleges and the University of Connecticut have assisted the members of the State Department of Education in the preparation of a document (now in process of revision) used as a springboard for discussion with school faculties.

The first three phases of our program are basic and intimately related to a program of reorganization, redirection, and retooling. There is a definite place for the dissemination of information concerning better practices and procedures found in various schools. The evaluation is basic in determining the accomplishments as well as the weaknesses in the present program. The regional conference is indispensable after a course of action has been determined for the solution of recognized problems.

A discussion of the fourth phase—the proposal for the redirection, reorganization, and retooling of secondary education—follows.

In the first place, it was found through a survey that there was agreement among teachers and other educators throughout

the state as to the objectives of the secondary school. The consensus of the various groups is that the secondary school has two major purposes. Summed up, the first purpose calls for "education common for all" which will enable the individual to live as an active citizen, participating with his fellows in this American Democracy. The second purpose calls for "education specialized for the individual" in terms of his interests, needs, and capacities. In other words, the first purpose is "education for learning to live," the second is "learning to make a living." In the survey previously mentioned it was discovered that the seven cardinal objectives represented the pattern acceptable to the teaching profession of the state.

It would seem, then, that this acceptance of a pattern of objectives would enable the teaching profession in the state to move directly toward the development of programs around major goals. Despite the seeming logic of this conclusion, such a step is not easy to take because many give high priority to one objective above all the others. Some teachers believe that the fundamentals are by far the most important. Others believe that citizenship, or education for a vocation, or even a particular subject is most important for the pupils. Many believe that health instruction, home and family living, and an extracurricular program should play a minor role in the program of the school and the programs of individual pupils.

With this situation in mind, emphasis has been placed on the discussion of each major objective by the entire faculty in each school. After there is acceptance of a major objective of education, the entire faculty may then proceed with assurance to the building of a program—around objectives rather than around subjects. A definite number of departments has been suggested for building areas of education around objectives. These departments have been proposed for (1) fundamentals, (2) home and

family living, (3) vocations, (4) health and allied elements, (5) citizenship, and (6) specialized interests and activities.

The department of fundamentals includes English language usage, orientation in science, and useful mathematics. In the English program emphasis should be given to reading, speech, and writing needed in everyday living. Much of this program can be accomplished by considering English as a tool in every area of the school program. Under the direction of the head of the department of fundamentals, every teacher should assume responsibility for improving reading techniques and the speech and writing habits of students. If the accomplishments of this plan warrant it, less time in separate classes should be devoted to English language usage as a separate subject.

Science is rightfully called the "new frontier," which indicates its value in the program of every person. In the fundamentals of science the pupil should understand its applications as they affect his daily life. Much of the science needed in the program of fundamentals can be placed in the areas of health, citizenship, home and family living, and others. If duplication is eliminated through proper planning, much more can be accomplished in the time devoted to the program. This basic program does not reduce the desirability of specialized science programs in the eleventh and twelfth grades.

Useful mathematics should equip the pupil to read and study better in all areas of the school program. As in reading and science, mathematics becomes the planned responsibility of many teachers. The development of mathematical literacy should also enable the pupil to handle his own personal affairs in situations where such skills are needed.

A department of home and family living should be developed in each school to provide a significant program for every boy and girl enrolled, as well as to offer needed and appropriate services to the community.

So far, in most communities, programs in this area have been established for girls only. Even then, girls preparing for college or business careers have been excused or discouraged from taking the courses offered. If space, time, and scheduling practices are considered in evaluating the program of home and family living now found in many schools, the conclusion that it is a minor element is justified. However, a growing concern on the part of both professional and lay persons is leading to greater emphasis on home and family living education for all students. Every teacher in every area of the school program should share in developing this field.

The first function of the vocational department is to provide a general and exploratory program for all students before they select major areas for specialization. This department should also coordinate all elements designed to prepare young people for jobs and for taking their next steps in post-secondary education.

In this basic program, provision should be made for vocational and educational information, and for elementary courses of sufficient length and significance to have measurable educational value. Work experience also may enable pupils to reach more mature choices. Such a general program would, undoubtedly, enable students to develop many desirable utilitarian and social skills which would have lasting value.

The second function of the vocational department would be responsibility for the many kinds of specialization desired and needed by pupils. This specialization may be a vocational program, such as business or agriculture, preparation for an institution of higher learning, or additional work in a field such as science, history, art, or a foreign language. The vocational department needs to promote the development of an increased number of opportunities for specialization on a level consistent with the needs and interests of boys and girls.

A department of health and allied ele-

ments is recommended for each school for the purpose of building a program for all youth around one of the most important objectives in life. This department would be responsible for developing health instruction and guidance, physical fitness, safety education, driver training, recreation, and so on. In the cardinal objectives, leisure time was listed separately, but it is included under health and allied elements and other areas in the present proposal made by the Bureau of Youth Services.

The value of incidental instruction in health is difficult to determine, but the opinion of the majority of those who have given it considerable thought calls for one or two units of separately scheduled courses. Moreover, this plan would encourage the placing of appropriate health materials in such areas as science, home and family living, and citizenship. Some form of physical education or recreation should also be part of the daily schedule of each pupil, and driver training should rapidly become a requirement for students reaching the legal driving age. The organization of a department of health and allied elements can bring much needed emphasis on this neglected area.

A department of citizenship would have the responsibility for developing knowledge courses, forums, student government, and better community relations. It would also coordinate the work of teachers of history, geography, civics, and other subjects. It would continue and emphasize trends in the present program to go beyond facts in subjects and develop better civic attitudes and skills. Such an emphasis would carry the schools into the community to seek realistic activities that develop better civic skills and consciousness.

A department of specialized interests and activities is a rather new concept, but none the less needed. At present there is not enough coordination between the extracurricular activities of the school and agencies for youth services in the community. Stu-

dents' interests frequently go beyond the scope of activities now possible in the classroom, while clubs and other activities sponsored and supervised by teachers frequently represent the interests of teachers better than those of boys and girls.

Many times particular interests of pupils cannot be adequately sponsored by school personnel, through groups in the school. Too frequently a club or another activity increases a heavy load already carried by a teacher, which may lower the effectiveness of the total program for youth. It is, therefore, recommended that a department of specialized interests and activities be organized under the direction of a qualified person with time to find the solution to many difficult problems in this area of youth interests. We believe that the added motivation for youth, with an attendant reduction in juvenile delinquency, would amply repay the school and community for this additional expenditure of time and effort.

Better interrelations among the elements of the school program are possible in the proposed reorganization under six major departments. Many persons have raised questions concerning moral and social values, consumer education, and the like. These elements should be organized, but not for separate courses—they should be planned as parts of other courses and areas.

Many problems and issues which are vital in the reorganization of secondary education have been presented for discussion throughout Connecticut. One of the most important is the definition and attainment of a balanced program. Because many of the older school buildings are inadequate, it is difficult, if not impossible, to house properly each element of the school's program with proper attention to its value and importance. The older elements in the program have the best and most satisfactory space. Many—such as industrial arts, home and family living, and health and physical education—are not and cannot be properly accommodated. In many situations, however,

improvements could be made if there were a reallocation of space in the building, and time in the schedule, in accordance with relative values.

It is one problem to obtain a modern building properly equipped for a modern program. It is a more difficult problem to guide pupils into "element-balanced" programs. One answer seems to be a required program to partially supplement the elective system which now prevails. Every student should be required to take a substantial, though not an identical, program in the fundamentals, home and family living, vocation, health and allied elements, citizenship, and specialized interests and activities. If the program "common for all" were emphasized throughout the tenth grade with specialization scheduled for grades eleven and twelve, the unsound practice of earmarking pupils entering the ninth grade for business, industrial arts, college preparatory work, and so on would largely cease. However, no rule should be hard and fast. The decision on the time for beginning and emphasizing specialization should be determined by the general educational development of the pupil and by his other dominant needs and interests.

The recommendation for the postponement of specialization until the eleventh grade is made in the belief that a basic, challenging general education through the tenth grade is needed by all American citizens, and that such an education is a distinct asset for those students in the eleventh and twelfth grades who prepare for college, business, industry and agriculture.

Other important issues in the reorganization and redirection of secondary education concern scheduling. At the present time one of the gravest errors in scheduling in the American secondary school is the overemphasis on time devoted to recitations. With recitations scheduled for five periods per week in most classes, little of the pupil's time is left for planning, study, research, evaluation, and learning how to study. The

teacher's time is so taken up with conducting recitations that little time is left to guide pupils in these matters so important to their educational development.

Another fault in scheduling is the practice of keeping all students in a course for a set time—a semester or a year—regardless of their ability to complete the work in a much shorter time. In experiments conducted in Connecticut, boys and girls have completed a standard course in first-year algebra in one semester instead of the two usually required. This must also be possible in other classes. With less time consumed in recitations, with more time for planning, study, and research, and with less time spent in courses that could be completed in a shorter time, many students could and should carry more than the four or five subjects which are the prevailing load.

Scheduling is now restricted to a school day which is four to six hours in length, the average being about five and one-half hours. Youth and their parents have in many situations successfully resisted attempts of school authorities to lengthen the school day. In these attempts, pupils were regimented into a longer school day. Many agree that the school facilities should be available more hours of the day and more days of the week for young people and citizens of the community. A more flexible and less regimented schedule for boys and girls offers possibilities for greater satisfaction and improved educational service.

Some people may doubt that there is need for the redirection and reorganization of secondary education. Those who have this conviction should give consideration to the forces which are demanding change. There are many indications that the age of employment for youth will gradually rise. If this is true, the fifty per cent of youth who now drop out of school before they complete the twelfth grade will remain longer in school. This will mean many readjustments for youth with corresponding readjustments in the school program.

International relationships and growing tension among minority groups in this country are having and will continue to have profound effects on the school program. More and better education for the preservation of democracy is being demanded by both educators and citizens. Groups and agencies of all kinds are pressing for changes in the programs of health, citizenship, and vocational education.

The breakdown in home and family life with its attendant problems of juvenile delinquency is bringing more problems to the schools for counteractant education and

services. These represent only a small sampling of the forces and conditions demanding changes in the secondary schools.

Needed changes are now gradually being made in the secondary school. Its organization, administration, and program are being studied and appraised by teachers and citizens in many communities, and this appraisal becomes more widespread each year. The schools belong to all the people, and through the democratic process of evaluation and discussion, acceptable plans for the improvement of the secondary schools will be developed by all the people.



* * THE SPOTLIGHT * *

Excerpts from articles in this issue

A department of home and family living should be developed in each school to provide a significant program for every boy and girl enrolled, as well as to offer needed and appropriate services to the community.—*Paul D. Collier*, p. 453.

I started teaching because my marriage went on the rocks and I had two children to think about . . . I was told my motives were "too mercenary" . . .—*Kathryn H. Martin*, p. 491.

. . . Nominal heads of department can do little good . . .—*Frank M. Durkee*, p. 489.

How to introduce the pupils to all available resources of the community and help them to plan their summer recreation was the problem considered early last spring in William Penn High School . . .—*Ethel Rogers*, p. 465.

One gets the feeling that the message of the atomic physicists is not getting through to the people . . . As educators, our job is to spread a little of this fright, so that proper action can be taken to head off catastrophe.—*Aaron Goff*, p. 457.

The only way the teachers can get even with other teachers who abuse the idea is to wait until the day these other teachers are scheduled for the detention room and then send them a lot of stu-

dents to give them something to do.—*John Carr Duff*, p. 463.

"I reckon her old man's right. Take fellows like me, Miss Adams, we've been too many places and seen too many things, I guess, for these kids."—*Amy Fallaw*, p. 468.

One young teacher, lately returned from the Navy, complained of a lack of discipline because his high-school boys, when they saw him on the school grounds or the street, waved and called out, "Hi, Bill!" . . . He didn't realize that he was being paid quite an adolescent compliment . . .—*Edwin A. Fensch*, p. 483.

Nostalgia for the scenes of their high-school days is far more prevalent among men than women.—*R. Elizabeth Reynolds*, p. 485.

For example, how can we retain our intellectual honesty by offering an isolated course in "occupations" and calling it "guidance"?—*Harold J. Mahoney*, p. 494.

Six hundred credit unions have been organized among teachers. These teacher groups enroll at least one teacher in ten. In 1938 the loans of teachers totalled about \$8,000,000.—*L. A. Pinkney*, p. 497.

THE ATOM

*Ten urgent classroom
duties for teachers*

and CIVILIZATION

By
AARON GOFF

IT WAS THE easiest thing in the world for a science teacher to get excited about atomic energy, especially when thrillers like the Smyth Report appeared. The first reaction was to hasten to the classroom and to pass on this wonderful story of organization, timing, cooperation, and top-notch thinking. The story was too good to pass up, and it is good pedagogy, on any level, to study a timely, sensational topic which needs no classroom motivation. It is astonishing to see how much atomic theory a junior-high-school class can absorb under such an ideal stimulus.

Reaction, however, soon sets in when one sees the lethargy of the rest of the world in the face of a major crisis. One gets the feeling that the message of the atomic physicists is not getting through to the people. When men like Urey, Oppenheimer, Compton, Lawrence, et al., talk about being frightened, and about "One World or None," it is time to examine the state of the world and to do something about it.

As educators, our job is to spread a little of this fright, so that proper action can be taken to head off catastrophe. We must

exert every effort, in every classroom, on every level—most certainly on an adult as well as the secondary level—to bring man's thinking up to date. Our world is no longer merely changing; it is as dynamic as a cannonball in motion, and education must keep pace.

To be more specific, it is time that we teachers do our bit to close up the so-called social lag of civilization behind science. In order to do this we shall need to destroy a number of misconceptions which are widespread among teachers as well as laymen.

1. "The scientific method is limited to the laboratory."

Perhaps Jacques Barzun was right when he accused scientists and professors of hiding too much in their "ivory-towered labs." Today this is no longer true. Either in organization, in speech, or in writing, every prominent scientist connected with the Manhattan project has cried the alarm of impending disaster. The recent Bi-Centennial celebration at Princeton witnessed the union of science and humanism for a crusade of moral action. With leadership such as this the true scientific spirit may yet permeate every phase of modern civilization. Would it not be a recognition of the reality of an age of science to include a science teacher on every curriculum committee?

2. "Our school, our race, our town, our state, our system, our country, are necessarily perfect and superior."

Let this not be interpreted as implying that they are inferior. We must admit that too many of us are still egocentric in the sense that the little known, the strange, the

EDITOR'S NOTE: "This article," writes Mr. Goff, "is the result of some intensive thinking, which is based upon actual experience in teaching junior-high-school students and talking to various lay and professional groups about atomic energy. The changing world cannot wait for the slow traditional pace of education." Mr. Goff teaches in Cleveland Junior High School, Newark, N. J.

foreign, and the different are measured by standards other than those used for the near and familiar. Such bias will be overcome when emotion has been eliminated as a factor in intellectual processes, and when a scientific attitude based upon full knowledge becomes prevalent.

The success of the entire atomic energy project was far from "one hundred per cent American." Enemy nationals and neutrals as well as allies contributed to the achievement. Furthermore, we are not above reproach in mores, customs, form of government, or degree of democracy. That is why we have constitutional amendments, congressional streamlining acts, and F.E.P.C. Why should we not be proud of our country and its institutions, and at the same time work for their improvement?

3. "Education is that which is done in the classroom."

Every teacher realizes the interrelationship between what happens in the gym during the third period and that which happens in a music room, fourth period. There are also no barriers in any school which can keep out social unrest, frustration, unhappiness, or other environmental influences. The idea that school teaching is an isolated, compartmentalized function is as passé as nationalism. Teaching social studies without a knowledge of science is as ridiculous as teaching it without a knowledge of the English language. There is a need for integrated courses of study formulated with the science motif in fortissimo.

Aside from subject matter, the time seems to be coming when a type of activity program will "crash" the secondary school. The spirit of the times can no longer accept the cut and dried traditional treatment of the typical high school. Our teachers will have to practice freedom and democracy in their very classrooms as educational method. "One World" has broken down greater walls than those of the classroom. Why can we not take the lead in practicing democracy—not autocracy, freedom—not coercion,

and really teach the child not the words, but their functions?

4. "Human nature cannot be changed."

If we admit the influence of environment upon personality and character, and if we are able to change attitudes at all through education, then we can certainly change human nature. Anthropologists and psychologists agree on this.

History shows that even within measurable periods of time "savage" tribes become "civilized." The conquest of selfishness becomes one of tempering the drive for survival so that it does not include the damnation of the less strong. If we cannot succeed in accomplishing this, education becomes meaningless. An animal species which has produced a Moses, a Confucius, a Christ, an Aristotle, a Da Vinci, and a Newton can certainly rise to greater heights than the present chaos. Should we not concentrate upon practical psychology on all levels to work for this change?

5. "Education is too expensive."

Expense is a relative thing. We would have valuable ammunition in our battle for expanded universal education if we knew how many billions spent on education could have prevented the last war; or how many billions properly spent on education could empty our mental institutions, jails, and homes of detention. A few billions spent on educational research should pay tremendous dividends in improved mental and physical health, sensible politics, a vitalized society, and informed public opinion.

People seem to be more willing to pay for relief, police work, an army and a navy, and institutional care than for the prevention of the ills which make them necessary. If two billion dollars was spent in developing the atomic bomb and several hundred billion to win a war, why the niggardliness in education?

6. "Democracy is easy-going and inefficient."

The revolt of the scientists who partici-

pated in the Manhattan Project indicates clearly how distasteful to them was the intellectual confinement of army control. No sooner was the war over than complaints and dissatisfaction became vocal over the hamstringing of scientific progress by rigid control.

The essence of research is freedom of action and freedom of communication. In science a theory is not proved right because it is Russian, German, or Indian. The criteria of truth are independent of geography or creed. The super-organization of the "master races" lost out in the scramble for the atomic bomb because of the falsity of the ideal for which they were fighting. This ideal did not permit them to use the services, freely given, of non-Aryans or non-conformists. In forcing such antagonists to work for them, the "masters" invited sabotage.

Scientists, like artists, cannot create in directed channels under compulsion. If we believe in the democratic concepts of freedom within the Golden Rule, and in the social meaning of justice, why cannot these ideals be practiced universally in our school systems?

7. "Professors and educators are impractical and unworthy of responsibility."

Part of this misconception is the idea that "those who can, do, those who can't, teach." Logically, this kind of thinking would tell us that a director must first be an unsuccessful actor, or that a dramatic critic must first be an unsuccessful writer. It is time that we sorted the grit from the meal and recognized that a false stereotype has been perpetrated upon the public.

The real brains of the country are in the universities, colleges, schools, laboratories and professional organizations, and not necessarily in Washington, the state capitals, or political organizations. What this or any other country needs is leaders who seek greener fields of social and economic achievement by appeals and methods of reason rather than emotion. Why can we

not teach the scientific method of analysis so that a voter sees further than his nose when he casts a ballot? Why are men like Conant, Bush, Compton, or Urey not mentioned as major political candidates?

8. "There should be a moratorium on inventions and scientific research until society catches up."

The "machine breakers" of the industrial revolution believed that the wheels of progress could be halted by destruction of the looms. This kind of thinking is incompatible with the most elementary concept of democracy. Society cannot afford to lose the potentialities of creative minds and their products. We must go forward or we shall regress. There is no such thing as a static condition in society or in the universe, because energy and movement are always associated with matter.

The solution of the social lag lies in scientific exploitation of inventions by acknowledged leaders of science and engineering, not by politicians, laissez-faire business men, and munitions makers. Why should we not have bigger and better "science talent searches"? Why are there not more places in official circles for engineers and scientists to assist in the formulation of policies? Why not have civilian peace-time boards patterned after the wartime agencies that perfected radar and the atomic bomb? Why black out creativity when it can be controlled for the good of mankind?

9. "The kind of education I had is good enough for this generation."

Between 1920 and 1945 we who are now teaching saw the introduction of radio, sound movies, home movies, commercial aviation, faster automobiles, nylon, radar, penicillin, and hundreds of other scientific contributions to everyday living. We witnessed also an increase in school population, and a lowering of average ability, a recognition of the underprivileged third of a nation, a surge of feeling for the "underdog," and an increased appreciation of mental hygiene.

These physical, social, and ethical changes have penetrated the high-school curriculum only superficially. The problems of modern society and life are so complex that they tax the mental and physical capacity of youth beyond anything that we ourselves knew as students. Is it not time that education on every level get into the habit of making frequent and continuing adjustments to such trends? Is it not time that social, educational, and psychological forces were as well understood and controlled as the physical?

10. "Subject matter must be specialized and technical per se."

In teaching the atomic bomb on the high-school level, it will help to remember that probably no member of the class will ever become an atomic physicist. In a sense, the work must be "generalized" for consumer purposes. It is, of course, impossible to teach such a subject without introducing technicalities. The emphasis must be on ideas, principles, and generalizations rather than the vocabulary and details which are used in building up to the major thought.

Too many of us are inclined to reverse the emphasis.

This goes for history with its famous testing of dates, battles, and names; for geography with its capitals, rivers, and mountains, for mathematics with its emphasis on rote, and for English with its memorization of rules, poems, and authors. How often have we heard students say, "She thinks I want to become a mathematician" (or a "chemist" or a "history teacher")?

Therefore, the study of atomic energy on a high-school level should be undertaken primarily for its social implications and only incidentally for its pure science aspects. We shall soon have to realize, all of us—politicians, statesmen, teachers, parents, and students—that a new world has overtaken us. Atomic energy may be its theme song or its swan song.

In a nutshell, it becomes apparent that we must streamline our educative processes, give up traditionalism, and use the experimental and scientific approach to make teaching and the teacher dynamic forces in democracy.

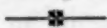


I Was Surprised

By J. POPE DYER

For over two decades I have been connected with the teaching profession. In that time I have taught a national beauty-contest winner, a college teacher, a splendid lawyer, and a winner of the Congressional Medal of Honor.

I must admit that I was surprised at their tremendous success. The beauty-contest winner had poise and personality—ordinary



EDITOR'S NOTE: Mr. Dyer teaches in Central High School, Chattanooga, Tenn.

scholarship. The college teacher had energy but it was often misdirected. The lawyer had great interest in nature study but only a small degree in speaking and questioning. The Congressional-Medal winner was expert with a sling shot but exceedingly mediocre in extracurricular activities.

My candid evaluation of them is that they were "school dull but life bright." I must frankly confess that I was surprised at the achievements of each one. But isn't teaching full of surprises?

EDI
over
we. I
isn't i
it, and
of his
with
CLEAR
to each
is, and
dean
New Y

DETENTION ROOM:

A Catch-All for the Sinful

By
JOHN CARR DUFF

EVERY PROFESSION has its traditions, and every trade has certain customs that are more or less sanctified by long usage. Teaching has its customs, and it is of great significance that some of the oldest and most honored customs of the profession (or trade) are almost universal in their application.

One example of this is the custom of keeping students after school, or "detention." If the student does not conform to regulations or requirements, it is often the unwritten law of the school that he will be "kept in after school" as long as the teacher thinks he ought to stay. This principle of education has been made more effective by the development of the idea of a "detention room," which will be discussed briefly in this article.

The detention room is a device. Almost all high schools use this device and it is maintained because it seems to offer certain obvious advantages and conveniences for teachers. Its advantages and conveniences for students are not obvious, but why

should students have advantages, much less conveniences! Is it not their duty to learn? And if they fail to learn, or if they fail in any other way to observe the regulations of the school, should they not be punished? Detention is a mild punishment, compared with other punishments the schools have used. Is it not better to use this mild punishment than (1) to let the delinquent student escape punishment altogether and so encourage him in his delinquencies or deficiencies, or (2) to impose a punishment more drastic, more severe?

The detention room is a device that makes it possible to employ this mild form of punishment for students without punishing teachers as well. There was a time, many years ago before the inauguration of this device, when each teacher in a high school might be obliged to stay after school in order to detain a student whose conduct or attitude or performance had been such as to warrant his detention. In a school of fifty teachers there might be thirty teachers staying after school to detain thirty students.

This obvious waste of teacher time was much reduced by the inauguration of the detention room: the teachers would make a roster in which each teacher was assigned his turn as detention teacher, and the detention teacher would stay only on the evening when he was assigned, and he would detain all the students that had been "given detention" for that period. The detention period would be from thirty minutes to as long as ninety minutes, depending on the traditions of the school and the standards maintained.

The detention teacher could hardly be

EDITOR'S NOTE: *Have you ever pondered over detention rooms? Well, neither have we. If the detention room is here to stay, isn't it about time for somebody to stare at it, and brood over it, and give us the benefit of his discoveries? Dr. Duff is willing herewith to share a few observations with CLEARING HOUSE readers. And we'll leave it to each reader to decide just how serious he is, and what his article implies. Dr. Duff is dean of men at the School of Education, New York University.*

expected to enjoy his duty. (It may be that some teachers enjoy it, for some teachers have a high moral sense and enjoy being the official agent through whom retribution is visited upon students who have been wicked.) In any case, in a school employing twenty or more teachers, a teacher would be assigned detention duty only once a month, and the other times he would be free to leave the school as soon as the students had left—or even before they had left, if he were quick on the get-away. On the one evening a month that the teacher was listed for detention duty he could usually manage to get some of his clerical work accomplished while he watched the clock and kept a close eye on the students who were putting in time.

The question of what the students ought to do, or might do, while they are putting in time is a difficult one that has never been satisfactorily solved. In some schools it is required that the teacher who assigns a student to detention give him a definite task to perform that will fully occupy him during that period. He may be assigned to copy the Constitution, or as much of it as he can be expected to copy during the time he must stay after school. He may be given problems in arithmetic or algebra to solve. Or he may be given a topic on which he must write a theme.

It is believed that this system of imposing set tasks improves the device of the detention room, as it guarantees that the time will be spent in an educational activity. Where a specific task is imposed there often arises a question as to whose responsibility it will be to check on the completion of the task—that is, will the detention teacher check the work, or will the teacher who made the assignment check it? Or will nobody check it?

In situations where there is no definite task assigned to students who are detained, the responsibility of the detention teacher may be less difficult, or it may be more difficult. Some of the students who are re-

quired to put in time after the school has been dismissed may be expected to sit in the detention room in a quiet, meditative attitude, contemplating how wrong they were to comport themselves in such a way as to merit this punishment. They may, in a sense, see their whole lives in retrospect, the good they have done contrasted with the evil; and they may decide there to lead better lives and to try to grow up to be thoughtful and kind and good, like their teachers. But this contemplation is sometimes spoiled by conditions that the detention teacher finds hard to control. For instance, some friend of a student who has been assigned to the detention room may wait for him, out of a misplaced loyalty, and may stand outside the school and call, "Hey Chuck! Whenya comin' out?"

Other students, especially those who are regular customers at the detention room, are less likely to use the detention period for meditation, even under the most favorable conditions. They may study their home assignments. This raises a problem, for if they complete their home assignments during the detention period, they may not experience any sense of being punished. In fact, they may be quite satisfied that the time was well invested, for they will be free during the evening to frolic and play when their classmates must sit quietly in their homes doing the home assignments.

Some students do not bring any homework. They sit in their seats and act bored and annoyed and abused. They wiggle. They try to talk with other students (which is rather universally prohibited in detention-room practice). They say they must "leave the room" and they are inordinately long in returning, so that the detention teacher may have to send someone after them. They may do nothing that is definitely wrong, but still require so much watching that the detention teacher is more punished than they.

Some teachers when in charge of detention try to make the detention room a

friendly, happy place by moving from one student to the next and talking with each in a friendly way, by helping the students with their work, or giving them some encouragement. But there are other teachers who more or less spoil the whole idea of the detention room because they are too casual about their responsibilities. They do not bother to keep order. They let the students talk or even play games or look out the windows. The detention room looks more like a club-room than like a place where students have been sent for disciplinary reasons.

The students who are given detention are really disciplined more than it would appear on the surface. Some students, when they have to stay after school, lose their opportunity to participate in certain athletic contests that are very important to them. Some are late for their dancing class, or for their riding lesson. Others who are employed after school hours are likely to be late to work, and if they are late several times, they will lose their jobs, very likely.

All these matters are only incidental, of course. The teacher who assigns a student to detention probably does not know about these things but is only doing his duty to maintain order, or to get the student to appreciate more fully the privilege of attending high school, or to maintain the academic standards of the school. One case was reported where a student was given detention several days in a row because he did not have his work done, and the student lost his paper route. His mother, who was a widow, said she needed the money he earned on the paper route. But the boy may have been lazy and dilatory, else why was his school assignment not done?

From the point of view of the detention-room teacher there is one thing that should be considered: Some teachers seem to think that they can handle all their problems by sending students to the detention room. There are usually a few teachers who send

more students to detention than all the rest put together. This is unfair to the detention-room teacher. The only way the teachers can get even with other teachers who abuse the idea is to wait until the day these other teachers are scheduled for the detention room and then send them a lot of students to give them something to do.

It is hard to explain why the detention room is such a popular idea—popular, that is, with teachers, or with administrators. It is not always popular with parents, of course, nor with students, especially those who are most frequently sent to detention. But in some schools it is popular because it is simple to operate.

For example, one teacher keeps his classes disciplined almost entirely by using the detention room. His students know what he means when he points his finger right at one of the students and what he means when he holds his mouth in a certain way. He does not have to say a word: the student knows that his name will be sent to the detention room that evening, and if he does not report, it doubles the time. He knows too that he had better not argue with the teacher or he will get double. Sometimes he does not know why he is being sent, but he goes anyhow. He goes—or else!

Before the development of the detention room there were some students who thought it was not so bad to be kept in by some teachers. In fact, some teachers, if they were young and attractive, would not use detention very much, for they could tell that some of the students were misbehaving on purpose just to be kept in. But the detention-room idea changed that. A student usually can't tell who is going to be in charge of the detention room until he gets there, and it is almost certain to be one of the teachers that he (or she) would not especially want to be kept in by. So the detention-room plan makes it objective and impersonal.

Some progressive schools have been so

pleased with the use of the detention-room idea that they have used it as a way to teach good citizenship. They have organized student courts where there are judges and lawyers, and student police officers are authorized to bring to the court any student who is guilty of running in the hall (speeding), or pushing (reckless driving), or other such offences. The judges hear the cases, and as most of the students who have been "given a ticket" are guilty, the judges usually sentence the culprits to detention room.

There is usually a teacher present at the time to act as adviser. This is necessary because the student judges are often more stern than even a teacher would be and give very salty sentences, sometimes so severe that the faculty adviser has to interpose in behalf of the convicted student.

Detention is here to stay, and so is the detention room. It may be that some improvements will be worked out on the general idea. For example, the students who are unable to cooperate with the teachers might be sent to a kind of permanent detention room. If they got enough of this they would certainly be glad to cooperate, or they would drop out of school or transfer to some other school. But they would find that the other school has a detention room too, for practically all schools have them. Since the teacher is not supposed to use corporal punishment, it seems that detention is the best way of punishing students, and it is a deterrent too, especially for students who have something they want to do, or have to do, after school hours. They know they must cooperate—or else!



Faculty Meeting Notes

By ELIZABETH A. CONNELLY

One glance at 1947

Shows us that we're just short of heaven,
For we've a democratic way in dear old Squeedunk School;
We have a voice in our affairs.
What kind of voice? Well, no one cares;
The loudest one is chiefly followed, be he sage or fool.

We do not have to think things through,
(We really "have too much to do"!)
For in the democratic way we sleep through all the talk.
And if by chance an earnest soul
Proposes a sound, worthwhile goal,
We rouse ourselves from lethargy just long enough to balk.

Three cheers for dear old Squeedunk High!
We'll plan her program by and by.
It won't be new; it won't be good, but we will all vote yea.
And *then* we'll voice complaints aloud!
For we Squeedunkers are so proud
That we all work together in the democratic way.

SCHOOL EXHIBIT

on Vacations for Pupils

By
ETHEL ROGERS

MANY A TEACHER would enjoy his summer travel with a freer mind, or dig more contentedly in his garden, if he could be sure that at least a majority of his pupils had some other plans for *their* vacation than to spend it in aimless discomfort on the hot city streets.

How to introduce the pupils to all available resources of the community and help them to plan their summer recreation was the problem considered early last spring in William Penn High School for Girls, Philadelphia, Pa.

Investigation revealed a wealth of opportunity in camps, day camps, playgrounds, swimming pools, daily-vacation bible schools, and community centers. The question was not whether this information should be presented to the students, but how it might be presented as attractively as possible, so as to create a desire for participation where no background of experience had prepared the pattern for such activities.

The result was a gala occasion announced for an evening in early June. It was to be held in the gym, with tables borrowed from classrooms and arranged around the walls to serve as booths. Ten community organi-

zations were invited to take part, each to have a table and to arrange its own display of photographs, posters, or handicraft. Each was requested to send a representative who would explain the exhibit, answer questions, and take names of any pupils who were interested.

The organizations accepted with alacrity. A mimeographed notice went out to pupils and parents, featuring the slogans "Pack Your Summer with Good Times," and "Get a New Grip on Life," with appropriate illustrations.

The entertainment offered consisted of Girl Scout movies, an athletic demonstration by a public playground group, and dancing by a class from the Young Women's Christian Association. Pupils helped to prepare lollipop souvenirs. A call went out for members of Girl Scout troops and Y.W.C.A. clubs to act as hostesses; and an appeal was made to teachers for flowers from their gardens for the decorations.

There were no speeches. Time was allowed between events for girls and their parents to walk around among the tables and see the displays. Largest crowd gathered at the Girl Scout corner, where a miniature camp had been set up on one table, while from another tiny flapjacks were served as a demonstration of "tin-can cookery."

The climax of the evening came when the principal of the school, after a few words of welcome, announced the names of two girls who were to be awarded by the local Y.W.C.A. a half scholarship each, for one week at camp. The two girls had been chosen by the department of physical education for notable contributions to school

EDITOR'S NOTE: *Toward the end of the 1945-46 school year, William Penn High School for Girls opened the eyes of pupils and parents to the summer recreation possibilities of the community. Many students spent a more interesting summer as a result. Miss Rogers is a counselor in the school, which is in Philadelphia, Pa.*

activities. They had been notified in advance, had consulted their parents, and had already sold the idea of camping to several of their friends. So the fashion of going to camp had been introduced in William Penn.

As an aftermath of this occasion, much of the camp literature and other printed matter was saved and used in Common Learn-

ings classes. Handicraft exhibits brought to the school for this evening were displayed for a week in show cases in the front hall. And individual girls were aided by their counselors to finance a week's vacation, to locate the playground nearest to their homes, or to enlist as volunteers in summer work with younger children in their community.

"IN MY OPINION . . ."

This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows. Ed.

Gifted Children

To the Editor:

May I say that the article entitled, "The Intellectually Gifted Child," in THE CLEARING HOUSE for January 1947, contains two weaknesses?

1. The author, S. George Santayana, has over-emphasized the validity of tests in determining who are the gifted children. There are some factors of child development, such as social adjustment, which in terms of real life simply cannot be measured by a testing program. Santayana has shown some awareness of this fact, but he has failed to lay adequate stress upon it in his enthusiasm for accepting ability to accomplish academic work as the criterion of just who is "gifted."

2. Professor Santayana has fallen into a trap in his advocacy of homogeneous grouping as a means of taking care of the superior student. Theoretically, this type of selection in education may be recommended. In actual practice, at least at the secondary level, it has resulted simply in separating the "sheeps" from the "goats" without making adequate provision, either as to method or materials, for either. It is essentially, therefore, un-democratic and out of keeping with the purposes of American education. The writer of the article would have performed a real service had he enunciated ways in which the academically gifted child could be taken care of within the framework of the existing school, and without recourse to homogeneous grouping. Some teachers have achieved this goal.—William H. Fisher, Fieldston School, New York, N. Y.

Homework: A Solution

To the Editor:

I am particularly interested in a reprint by Anne Malatesta from *Sierra Educational News*, which appeared in CLEARING HOUSE for February, entitled "Homework: Principal, Parents, Pupils vs. Teachers."

I would like to add something to this writer's thought by saying that I do believe we have two solutions to the problem of homework. One might be clearer and more distinct assignments on the part of the teacher. I have observed quite a number of teachers making assignments and taking only two or three minutes to do so. They say, "Take pages so-and-so for tomorrow," or "Solve problems 8, 10, 12, etc.," without giving any explanation or examples as to the general procedure for the solution of those problems. It is very good pedagogy to take ten, fifteen, or twenty minutes to make a clear, distinct, and understandable assignment. Pupils should also be given challenging statements to solve, statements which would require some thinking on the part of the student. If the teacher makes a clear assignment, the student will not need to disturb his parents for help at night. I am very much in favor of homework to be done at home after school hours; not excessive homework, but enough to let the student know he is in school.

The second method by which we might solve the homework problem, or even eliminate "after school" homework, is the supervised study method. By this supervised method the teacher reserves fifteen or twenty minutes in each period for studying the lessons for the following day. This could be a very effective method if the teacher actually would supervise the "study," but so often the teacher prepares his lesson in that period, and offers no help to the student. This is a waste of time. Good valuable class discussion could be taking place at that time. Frank M. Campbell, Head, Foreign Languages, Clarion State Teachers College, Clarion, Pa.

A VETERAN

*A current high
school problem*

and TWO GIRLS

By

AMY FALLAW

I'M WORRIED. For almost four years I've enjoyed watching those two, Virginia and Sarah—choosing the same courses, preparing lessons together, sharing lockers, nominating each other for offices in Glee Club. I've always been glad when I found their course cards in my September enrolment, and saw them sitting across from each other in class. From wide-eyed Freshman days they stood out.

It didn't seem quite fair even then. Sarah was so pretty—a madonna face, with the springy look that made you look for the proverbial dew on her curls; and Virginia, too tall, too thin, but to me too appealing with her little-boy face, even to the turned-up nose and freckles. Her arms and legs were all over the desk, but she had a grand, proud lift of her head. And a sparkle would suddenly change her indefinite eyes into gay exclamations of loving everything and everybody.

Their themes were helpful in telling me that they were farmers' daughters, from orthodox Baptist homes; school dances to them were "sinful." When we read of Lady Macbeth telling her lord to get on his nightgown, both girls crimsoned with embarrassment. They had a fine sense of duty, and if one seemed about to fail in her assignments, the other immediately rushed to the rescue



EDITOR'S NOTE: "This sketch," writes Mrs. Fallaw, "deals with a problem which numerous high schools are now having to solve. I have written in fictional style, but it is entirely true. Names have been changed." Mrs. Fallaw teaches in Bragtown, N. C., High School.

with whatever life-lines of better spelling or purer diction she might have.

By English Two, upper classmen were beginning to notice Sarah's loveliness, while Virginia was more self-conscious and awkward than ever. She had a splendid determination that withstood report cards full of C's, home-made skirts and blouses, minor memberships on committees, and hardest of all—Sarah's pioneering into the world of dates.

During their Junior year, we went into the assembly hall one day for a program by the Spanish classes. The girls looked like a tropical flower garden on the stage in their gay broomstick skirts, made demure by bast-ing wide flounces at the hems; mantillas which had recently served as window curtains covered a multitude of bobby-socks traits. Out from the center of the group stepped a tall girl who started singing "Cielito Lindo." She was charming even in her stage-fright. Soon she began having a good time, and the familiar sparkle lighted her face and the pretty Mexican tune. I shall always love the Spanish teacher who performed this miracle for Virginia.

It wasn't long after that I began noticing other marks of progress: dashing hues of nail-polish, lipstick, and the inevitable permanent. And there was a new and charming dignity.

One morning in their Senior year—now half over—I saw a new boy coming into class. Tall, well built, quite sure of himself, he handed me an entrance card just as I saw the discharge button in his lapel. G.I.! Of course the girls in class that day never knew that I was trying to explain verbals.

Calvin seemed to fit in well. In a few

days he was calling everyone by not only first but even nicknames. As our first veteran he was our hero. He could talk well, and did. So much attention did not prove too much for him, however, and he maintained his easy and agreeable manner all along.

He had been there about a month when something happened that raised a question in my mind.

I walked into study-hall that day to hear excited whispers and low giggles. All eyes were on the reference section at the end of the room. There stood Sarah, half laughing, half protesting, embarrassed, but not as indignant as she felt she should be. Calvin had just been pushed away, but not until I had seen his arm being removed from Sarah's waist. I had to think quickly, and the first thing that came to my mind was to send her to the office with a request for attendance blanks, though my desk at that moment was full of them. I happened to glance at Virginia. Her eyes were stretched with shock.

The first thing that greeted me the next morning was the sight of Sarah at one locker, and Virginia quietly moving her things into a vacant one at the opposite end of the row.

Marcia Weston came to me almost in tears, saying, "Please, Miss Adams, you've just got to do something. Virginia and Sarah aren't speaking any more, and we're all so worried over it. Have a conference with them, please, Miss Adams."

The next week it was my turn to keep detention hall. When the list of names came from the office, I saw that the Ben Ahdem leading all the rest was Virginia. I couldn't believe it. And beneath was: "Calvin Snyder. Offence—Too affectionate in lunch-room; offending good taste by being too demonstrative. E. A. S."

The initials were those of the science teacher. I hurried to her room. "Miss Smithey, what in the world has Virginia Marshall done?"

"Miss Adams, if it had been any other

girl in school! That boy was practically embracing her during lunch. All the time I glared, and they didn't even see me. I asked them to sit more discreetly, but they seemed to be in some sort of daze."

What should I do?

The last bell was ringing. I hurried toward the Senior lockers. There was Calvin, laughing and teasing the girls around him. Virginia stood near, with her heart blooming all over her suddenly beautiful face.

Quickly I asked him to go to my room for a few minutes before reporting to detention hall.

"Yes, ma'am."

Did he know what was coming?

"Calvin, about Virginia—she's so young. You are the first boy she has ever shown the slightest interest in. I suppose you know that?"

"Is she interested, do you think, Miss Adams?"

"You know the answer to that."

"You know, her folks won't let me come over to her house to see her."

"Why?"

"Well, I don't know. Oh, yes, I do. I might as well tell you all about it. I reckon her old man's right. Take fellows like me, Miss Adams, we've been too many places and seen too many things, I guess, for these kids. I guess that about answers everything."

"Calvin, you've dated lots of girls, haven't you?"

"All over the United States, in Italy, France, and one or two in Germany."

"You've been around, as the boys say; is that it?"

"Yes, ma'am. But you know something? This girl is different. Aw, I know she's just a kid, but she's—well, she's regular!"

"Don't let her get hurt, Calvin, please."

He looked across the table at me for a minute and neither of us said anything more.

I would be late for detention hall. I had to hurry.

But I'm worried.

PSYCHOLOGY:

Pupils in 6 high schools compare the value of the subject with that of 6 other fields

By

T. L. ENGLE

PSYCHOLOGY is not one of the traditionally accepted fields of study for high-school pupils—but at the present time many high schools are offering courses in psychology, or at least courses which are basically psychological in content whatever the name.

Is a high school justified in adding psychology to an already crowded curriculum? Only time can answer this question in terms of the successful life adjustments of pupils who have had such training. But for the present there is some value in learning to what extent pupils believe a study of psychology is helping them to achieve objectives of secondary education.

Teachers in six Indiana high schools¹ cooperated with the writer in obtaining opinions of high-school pupils. A rating scale was administered to 276 pupils—108 boys and 168 girls—in these schools. Of these pupils, 54 boys and 103 girls were taking courses bearing the title "Psychology." The remainder were taking courses in which a

¹ Elkhart; LaPorte; Michigan City; and Arsenal Technical, Howe, and Shortridge of Indianapolis.



EDITOR'S NOTE: *This article presents the opinions of pupils in six high schools on the value to them, in terms of seven educational objectives, of the psychology courses which they took. Since the pupils also give their opinions of the comparative values in this respect of six other subject fields, the findings should be of interest to most high-school teachers. Dr. Engle is assistant professor of psychology in the Extension Division of Indiana University, at Fort Wayne, Ind., Center.*

psychology text was used and which were psychological in content, although they bore such titles as mental health, effective living, and advanced social science.

Some attempt was made in treating the data to differentiate between pupils in courses with the title of psychology and those in courses bearing a different title. However, such differences as were found were slight and inconsistent and so are not included in this report. A careful study of this problem might well be worth while in a further attempt to evaluate the place of psychology in the high school.

The rating scale used was designed to measure the opinions of pupils concerning the values of seven subject-matter fields for meeting seven objectives of secondary education.

The writer had no desire to discredit any subject field. For years he taught in two of the fields mentioned, in addition to teaching psychology, and certainly had no desire to discredit those fields or others. The only purpose in asking about the other fields was to require pupils to think broadly about their high-school training and to evaluate psychology against a background of more traditionally accepted subject-matter fields.

Data relating to fields other than psychology are reported here only because it was thought they would be of interest to teachers in the various fields. Pupils in the psychology courses were seniors or juniors and so had considerable background on which to base their judgments.

Teachers administering the rating scale were asked to emphasize to their pupils the importance of frankness in research and to

stress the fact that opinions expressed would have nothing to do with course marks. Pupils were asked to indicate their sex, but names were not signed.

The pupils were asked to "think about each subject and check the one descriptive phrase which best describes your opinion of that subject." Before answering the questions the pupils were instructed to preface each question by, "As compared with all other subjects I am taking or have taken in high school, my opinion of the contribution of this subject to this part of my life is best expressed by the phrase which I check."

The five descriptive phrases, one of which was to be checked for each subject matter field for each objective, were as follows:

1. Least valuable of all.
2. Less valuable than most.
3. As valuable but no more valuable than others.
4. More valuable than most.
5. Most valuable of all.

In considering the contributions to his life the pupil was guided by the following wording of objectives:

1. To my life as a citizen in a democracy.

2. To my choice of and probable future success in a life vocation.

3. To my present and future health.

4. To my present and future enjoyment of leisure time.

5. To my learning efficiency as a student.

6. To worthy membership in my present home and in the home which I shall probably establish some day.

7. To the development of a desirable character and a pleasing personality.

In order to prevent as much "halo" in rating as possible, ends of the rating scales were interchanged. For four of the objectives the left end of the scale was used to denote the most favorable opinion and for three objectives the right end of the scale was used to denote the most favorable opinion. Also, the order of the subject-matter fields was rotated so that each subject field appeared in each of the ordinal positions on the list. Pupils were warned, "Therefore, it will be necessary for you to read and think about each scale and each subject as you answer that question."

The subject-matter fields on which pupils were asked to express opinions can be seen by referring to the accompanying tables. It

TABLE I
MEAN SCORES OF RATINGS AND THEIR RANKS FOR VARIOUS SUBJECT MATTER FIELDS AS RELATED TO CERTAIN OBJECTIVES OF SECONDARY EDUCATION—BOYS

	<i>Citizen- ship</i>	<i>Voca- tional</i>	<i>Health</i>	<i>Leisure</i>	<i>Learn- ing</i>	<i>Home Member- ship</i>	<i>Person- ality</i>	<i>Total Objec- tives</i>
Psychology.....	(3) 3.69	(4) 3.52	(1) 4.15	(1) 4.04	(1) 3.96	(1) 4.43	(1) 4.76	(1) 4.08
English.....	(1) 4.06	(2) 3.67	(3) 2.78	(2) 3.67	(2) 3.87	(2) 3.65	(2) 4.16	(2) 3.70
Foreign Language.....	(7) 2.08	(7) 2.14	(7) 1.91	(7) 2.34	(7) 2.26	(7) 1.98	(7) 2.15	(7) 2.12
History.....	(2) 3.78	(6) 2.59	(6) 2.48	(5) 2.77	(5) 2.93	(6) 2.78	(3) 2.82	(6) 2.88
Mathematics.....	(4) 3.22	(1) 3.73	(5) 2.54	(6) 2.65	(3) 3.70	(4) 3.06	(5) 2.53	(4) 3.06
Science.....	(5) 3.10	(3) 3.59	(2) 4.11	(3) 3.41	(4) 3.56	(3) 3.20	(4) 2.71	(3) 3.39
Commercial or Vocational.....	(6) 2.93	(5) 3.45	(4) 2.69	(4) 3.03	(6) 2.89	(5) 3.00	(6) 2.48	(5) 2.93

TABLE II

MEAN SCORES OF RATINGS AND THEIR RANKS FOR VARIOUS SUBJECT MATTER FIELDS AS RELATED TO CERTAIN OBJECTIVES OF SECONDARY EDUCATION—GIRLS

	<i>Citizen- ship</i>	<i>Voca- tional</i>	<i>Health</i>	<i>Leisure</i>	<i>Learn- ing</i>	<i>Home Member- ship</i>	<i>Person- ality</i>	<i>Total Objec- tives</i>
Psychology	(3) 3.50	(3) 3.63	(2) 4.23	(2) 3.97	(2) 3.81	(1) 4.52	(1) 4.65	(1) 4.05
English	(1) 4.24	(1) 4.21	(3) 2.95	(1) 4.06	(1) 4.27	(2) 3.82	(2) 4.13	(2) 3.96
Foreign Language	(7) 2.48	(7) 2.40	(7) 1.93	(4) 2.86	(7) 2.65	(7) 1.86	(6) 2.35	(7) 2.36
History	(2) 4.14	(5) 2.82	(4) 2.45	(6) 2.79	(4) 3.21	(6) 2.60	(3) 2.89	(4) 2.99
Mathematics	(5) 2.84	(4) 2.99	(6) 2.25	(7) 2.26	(3) 3.35	(4) 2.93	(7) 2.22	(6) 2.69
Science	(6) 2.65	(6) 2.64	(1) 4.32	(3) 2.92	(5) 3.07	(3) 3.18	(5) 2.61	(3) 3.06
Commercial or Vocational	(4) 2.89	(2) 3.74	(5) 2.40	(5) 2.83	(6) 2.79	(5) 2.80	(4) 2.64	(5) 2.86

is quite true that some of the subject matter fields are indefinite. For example, some pupils pointed out that their opinions concerning foreign language would depend on whether the language were Latin or a modern language. Inasmuch as the interest in the present study was in the standing of psychology against the general background of other subjects, no attempt was made to break down foreign language into ancient and modern, to break down mathematics into algebra and geometry, and so on.

In case pupils had never had work in a subject matter field, they were asked to mark a cross through that field and not attempt to rate it.

For each objective in all subject-matter fields a mean score was obtained by weighting "Least valuable of all" one point, "Less valuable than most" two points, and so on up to "Most valuable of all" five points. Thus, in a perfectly normal distribution of ratings the mean score would have been 3.00. As was to be expected, the generosity error was encountered and all mean scores must be interpreted against a background of such over-rating. For all boys in all sub-

ject fields and for all objectives the mean score was 3.20. The corresponding over-all score for girls was 3.17.

Mean scores and ranks for each objective and for each subject-matter field are given by sexes in Tables I and II. In some cases the difference between the score in psychology and the score in the subject field ranking next above or below it is quite small, in other cases the difference is great. The significance of the difference between psychology and the next of rank above or below it was computed in each case. In the following discussion of Tables I and II, differences with a critical ratio less than 2.33 are indicated as not significant, differences with a critical ratio of 3.00 or greater are indicated as significant. Only ratios between 2.33 and 3.00 are given in detail.

For the citizenship objective it will be noted that the mean scores for psychology of both boys and girls rank third, being surpassed for both sexes by English and history. The superiority of English over psychology is statistically significant for both sexes but the superiority of history over psychology is significant only in the

case of girls. There is here the suggestion that teachers of psychology might place more emphasis on problems of social psychology. For boys the subject field ranking fourth is mathematics, the difference between scores in this subject and psychology being significantly in favor of psychology. For girls, the subject field ranking fourth is commercial or vocational, and the difference between this field and psychology is significantly in favor of psychology.

It will be noted that in the case of the vocational objective, psychology ranks fourth for boys and third for girls. However, for boys the superiorities of mathematics, English, and science over psychology are not significant. In the case of girls, the superiority of English over psychology is significant, but the superiority of commercial and vocational work is not significant. Evidently teachers of psychology are not stressing material on vocational aptitudes and interests or business problems. For boys, the subject field ranking just below psychology is commercial or vocational but the superiority of psychology over this field is not significant. However, the superiority of psychology over history is significant. For girls, the subject field ranking just below psychology is mathematics and the superiority of psychology over this subject is significant.

For the health objective, psychology ranks first in the case of boys—but the superiority over science is not significant. However, for boys the superiority of psychology over English is significant. For girls, psychology ranks second in the health objective, but the superiority of science over psychology is not significant. However, the superiority of psychology over English is significant. Certainly psychology can contribute in a very real way to meeting the mental health aspect of the health objective.

In the opinion of boys, psychology ranks first for the leisure-time objective, the superiority over English being significant (CR 2.94). Although psychology ranks be-

low English in the opinions of girls, the superiority of English for the leisure-time objective is not significant. For both sexes the superiorities of psychology over science are significant.

For the learning objective, psychology ranks first in the case of boys, but the superiority over English is not significant. In the case of girls, English ranks first and psychology second with the difference significantly in favor of English. There may have been some misinterpretation of the meaning of this objective but, on the other hand, teachers of psychology may need to place more emphasis on principles and techniques of efficient study. Both sexes ranked mathematics in third place but only in the case of girls was the superiority of psychology over mathematics of statistical significance. For boys, psychology is significantly superior to science in meeting the learning objective.

For the home-membership objective, psychology ranks first and English second in the opinions of both sexes. The superiorities of psychology over English are significant in both cases.

For the personality objective, psychology ranks first and English second in the opinions of both sexes. The superiorities of psychology over English are significant in both cases.

For each subject field, a composite score for all seven objectives was computed, the mean scores and ranks being indicated in the last columns of Tables I and II. In terms of this over-all value of the various subject fields it is of interest to note that both boys and girls rank psychology first, English second, and science third. The superiority of psychology over English is significant for boys but in the case of girls the critical ratio is only 2.25. The superiority of psychology over science is significant for both sexes.

In addition to the questions used in obtaining the data given in Tables I and II, pupils were asked to express their opinions

TABLE III

PERCENTAGES OF PUPILS EXPRESSING THE OPINION THAT HIGH SCHOOLS SHOULD OFFER MORE, THE SAME NUMBER, OR FEWER COURSES IN VARIOUS SUBJECT-MATTER FIELDS

	Boys			Girls		
	More	Same	Fewer	More	Same	Fewer
Psychology.....	88.3	10.7	1.0	78.3	21.7	0.0
English.....	21.8	73.3	4.9	32.7	66.0	1.3
Foreign Language.....	25.3	59.0	15.7	31.9	52.5	15.6
History.....	17.3	64.3	18.4	17.5	67.5	15.0
Mathematics.....	27.6	69.5	2.9	13.8	75.7	10.5
Science.....	58.3	38.8	2.9	44.0	49.3	6.7
Commercial or Vocational.....	46.3	48.4	5.3	53.2	43.3	3.5

on the following, "In my opinion, our modern high schools should: (1) offer more courses in this field, (2) offer the same number of courses in this field as are offered at present, (3) offer fewer courses in this field." Percentages of boys and girls checking each of these three choices for each subject-matter field are indicated in Table III. Of course, it must be remembered that more work is already offered in the other fields than is offered in psychology, but the fact stands out clearly that pupils would like to have more work in psychology offered in their high schools.

Summing up briefly the material in this study, it may be said that both boys and girls believe that psychology, even in a one-semester course, is more valuable in meeting some of the objectives of secondary education than are some other subject-matter fields to which much more school time is devoted. Pupils would like to have more work in psychology offered in their high schools. Boys seem to be even more favorable toward psychology than are girls.

In the opinions of pupils, psychology is better suited to meeting the home-membership and personality objectives than any

other high-school subjects included in the present survey. Psychology is superior to most subjects and ranks about equal with science in meeting the health objective. Boys consider psychology to be superior to all other subjects in meeting the leisure-time objective and girls consider that it is equalled only by English in meeting this objective. For boys, the contribution of psychology to learning efficiency is considered to be about equalled by English and mathematics, whereas girls consider it surpassed by English. In training for citizenship, psychology is considered to be surpassed by English and, in the case of girls, by history. In meeting the vocational objective, boys consider that psychology is about on an equal with mathematics, English, science, and commercial or vocational work, but girls expressed the opinion that psychology is surpassed only by English.

Why should not more high schools offer psychology as a subject of instruction? Why should not more courses be offered in those high schools which do offer psychology? High-school pupils believe that psychology is well suited to meeting the objectives of secondary education.



Summer Responsibility

The objectives and scope of the secondary school should be expanded to include proper emphasis on practical work experience, summer reading and study, recreation, camping experience, and activity

programs under school guidance. Education should be recognized as far broader than the classroom.—Report of the Florida Citizens Committee on Education in *Journal of Florida Education Assn.*

SUMMER SCHOOL *for* VETERANS

*Mobile's small classes
offered speed-up work*

By RAYMOND G. WILSON

AS THE VETERANS' adviser at Murphy High School in Mobile checked his records toward the end of the past school year, he found a number of men who lacked only two to three units of meeting graduation requirements.

Since the regular summer school allows pupils to earn a maximum of one unit in the six weeks it operates, veterans who planned to continue their educational program during the summer term would still fall short of graduation. It seemed unfortunate that they should be forced to delay their entrance into college or their business plans by a whole semester just because of one unit or so of unfinished work.

For this reason, plans were made to operate a special summer school for veterans with the cooperation of the Veterans Administration and the consent of the State Department of Education. Forty of the seventy veterans then in school indicated their intention to enter this special program.

The regular summer school usually numbers some six hundred students and is di-

rected by one of the assistant principals. Classes are open for half days only, five days a week for six weeks. The class size ranges from twenty to thirty pupils. Instruction follows the plan of the regular session, and every effort is made to keep the work on a comparable basis.

Plans for the special summer school for veterans called for individual instruction and progress without any lowering of standards in achievement. The classes were to be on the same campus, but the two groups were to be separate. Within reasonable limits the veterans were to be allowed to carry as many subjects as they could, and to finish these at their own rate. Several of the faculty members scheduled to work in this summer school had been instructors in the Army or Navy and they were encouraged to make use of their previous experience in securing concentration and in teaching for essentials without padding.

News of plans to open the school was received with enthusiasm. Only a brief announcement of the contemplated program was carried by the Mobile papers the day before the school opened on June 10 but one hundred twenty-eight veterans were on hand by the end of the first week. Mrs. Louise K. Hamil, first assistant principal, was designated to direct the school. Eleven regular teachers constituted the faculty. Courses were offered in English, social studies, mathematics, science, industrial arts, typing, and speech. The classes varied in size from two students to twelve, with an average of eight.

Since each man was in school twenty-five hours per week, he was able to continue drawing his subsistence allowance. Ten men

EDITOR'S NOTE: *Regular pupils in Murphy High School, Mobile, Ala., are allowed to earn only one unit in the six-week summer school. But in the summer of 1946 a special summer-school plan for veterans allowed 54 of them to earn an average of 3 units each to finish their high-school programs and be ready for college or a business career a half-year ahead of expectations. How the plan worked is explained by Mr. Wilson, who is principal of Murphy High School.*

withdrew for various reasons, but the others continued with the program until they had completed graduation requirements or until the school closed late in August. Of the ten who withdrew, two left to re-enter service, one to go to work, two because of illness, one moved from the city, and the others lost their first enthusiasm. The men who continued in the school completed an average of three units each and fifty-four finished their high-school program.

Toward the close of the summer school the veterans were polled to discover their reactions toward the accelerated program. They voted overwhelmingly in favor of a continuance of this program during the fall session and expressed satisfaction with their achievement. Scores on tests indicated that they had done better under the individualized instruction than other pupils in the regular summer school.

In consequence of the manifest success of the experiment, the program of the school for the fall semester was revised to provide for special classes for veterans wherever feasible. The Mobile schools are still badly crowded because war workers, who were principally responsible for the city's population increase from its pre-war level of 78,000 to some 200,000, have failed rather significantly to return to their farms

and villages. So it has been difficult to establish any completely separate program for the schooling of veterans, even should the administration have felt it advisable.

On this point, those in charge of the program have been of the definite opinion that complete separateness is not advisable. They have held that these veterans would adjust to civilian life more readily if they were placed in the usual school situations and encouraged to participate in the full school program. It is only in the matter of aiding the men to complete their work more rapidly and to do more work that any differences have been made between veterans and non-veterans.

The teachers who worked in the special school during the summer have found the experience valuable in planning classes for some two hundred veterans who enrolled for the fall semester. They feel more sure of themselves and have been able to launch the returned student into his work with greater skill.

It seems reasonable to assume that this experience may carry over into improved techniques and teaching procedures with regular classes and that the entire faculty ultimately may derive much benefit from the lessons learned by this smaller group of teachers.



A Kitten's Salary

By EFFA E. PRESTON

Esso, Jr., the three-months-old kitten employed by the Standard Oil Company in Bayonne, N.J., recently received a 37½ per cent increase in salary to cover higher living costs.

I yield to no one in my love and admiration for cats. Some of my best friends are felines. As compared to us teachers cats are, I admit, much better looking, decidedly more intelligent, and possessed of infinitely more strength of character. But I still

resent the fact that a young and inexperienced worker gets a huge salary raise without even asking for it, while I, who have taught for more years than I care to count, plead in vain for a measly ten per cent bonus.

Miss Trent says it's only fair and Esso, Jr., deserves every penny he gets. He kills his rats; we just work for ours. Sometimes Miss Trent sounds dreadfully like a Communist.

Who Should Teach Teen-Agers *Salida High uses highway patrolmen* TO DRIVE?

By LAWRENCE A. BARRETT

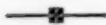
THE SCHOOLS of Salida, Colo., have long felt that high-school pupils, particularly when they reach the age of sixteen (the legal driving age in the state), should be taught to drive an automobile. The question which has always risen, however, was—which teachers are best qualified to give the instruction?

Recently a plan was worked out in the schools which proved so satisfactory that it probably will be repeated at intervals in coming years. The plan received the commendation of both city and county officials and attracted much attention throughout the state.

Salida school officials have long been convinced that only the best possible drivers should be used as instructors, but most school teachers—whether in high-school or elementary grades—were found to be but average drivers even though they had been driving without accidents for many years.

In order to obtain better than average instructors, the school officials suggested to the Colorado State Highway Patrol that some of their highway patrolmen might be used for the instruction. The state officials readily agreed to try the experiment.

A district official of the patrol started off



EDITOR'S NOTE: *Most teachers are average drivers, and Salida, Colo., High School wanted the best possible drivers as instructors of its pupils. How the cooperation of the State Highway Patrol was obtained, and how 200 pupils were qualified for drivers' licenses in a 5-day training period are explained by Mr. Barrett, who is superintendent of schools in Salide.*

the experiment by delivering a lecture to all the high-school pupils, who were encouraged to take notes on his remarks. He discussed speed laws, highway safety, hand signalling, and other general facts necessary to the safe driving of a motor vehicle. After the lecture every pupil was given a "quiz" on the material covered. Those who failed to do satisfactory work were given another session with the highway patrolman to cover the points missed.

The following day and throughout the rest of the week, pupils were sent in groups of four to a large field adjacent to the high-school buildings. On this plot had been erected a simulated highway. On either side of the "highway" were light stakes about four feet high, tapped lightly into the ground in such a way that they would fall easily if struck by a fender.

The highway wound around in a figure eight and included a stop street, a U-turn, and a parking spot.

As pupils reported to the lot they were assigned to highway patrolmen, who took them into their cars and showed them the various parts of the instrument board, the brake, the clutch, the pedals, and the like. Each pupil was then given the wheel of the car and drove, with the highway patrolman as a passenger, through the "maze." If more than two of the stakes were knocked down or if the pupil's driving was "jerky," or if he failed to give the proper hand signals, he was graded accordingly. Failing in this session meant that the pupils were asked to return for another lesson the following day.

The fact that the three highway patrolmen assigned to the project were all excel-

lent, professional drivers gave the students confidence that the pointers they received were good ones. And the fact that the teachers wore "policemen's" uniforms and thus represented the "law" made their instruction seem much more effective than it might have if presented by classroom teachers.

Many pupils who had never touched a steering wheel were given enough instruction that they were able to obtain driver's licenses from the state through county officials at the court house. Others who had been able to drive a bit were given instruction in the correct methods of parking,

backing, and other fundamentals of car operation.

About two hundred pupils were handled during the five-day period of the school's operation in Salida.

Our town—a community of 5,000 persons—boasts of a record of no motor deaths for a period of four years, with only one in a period of ten years. Hence it is felt that by educating young people in the community in the correct methods of driving, the record of no deaths from motor-traffic accidents may be continued for a goodly number of years.

* * * FINDINGS * * *

COMMERCIAL: Should vocational commercial subjects be postponed to the upper years (11th and 12th, or 12th year only, or 12th and a 13th year) and be preceded by more general training? Replies to this question, states Helen J. Keily in *Massachusetts Teacher*, were received from 190 Massachusetts high schools. Some 79% of the high schools answered Yes; 17% answered No; and 3% gave a qualified answer.

VETERANS: As veterans began entering the colleges, state L. L. Love and C. A. Hutchison in *Educational Research Bulletin*, two fears about them were expressed: First, that those returning to resume college studies would be irresponsible and unable or unwilling to settle down to their work. Second, that many who might have attended college at government expense merely to avoid going to work would endanger academic standards. But the first fear was dispelled when a study of the marks made at Ohio State University before and after military service, by 219 returned veterans, showed that they were now 30% better as students.

—■—

EDITOR'S NOTE: *Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.*

Their former average score was 2.15, while their present average was 2.81. Next, 104 freshmen who were veterans were paired with 104 freshmen who were non-veterans. The average of marks made by the veterans was 2.45, and by the non-veterans was 2.31. And at that, since few of the freshman men had not been in service, the non-veteran members of most of the pairs were women, who tend to make higher marks than men. All of which may have been very annoying to the faculty pessimists.

FINANCE GOALS: The 48 states are achieving only from 25% to 63% of their school finance goals, reports the Research Division of the National Education Association. In a recent study of the situation, 77 goals concerning collecting, distributing, and spending money for schools were determined with the aid of many experts. These goals were checked by competent observers in each state, and the extent to which the state was achieving the goals was estimated. Pennsylvania ranks first by achieving 63% of these school finance goals. Nebraska, with a 25% achievement, ranks last among the states. Achievement in the other states ranges widely between those figures. Only 18 states achieve 50% or more. While the Southern states rank low in financial resources, they rate high in per cent of achievement of school finance goals. Alabama, for instance, with a 58% achievement, is second among all states, and most Southern states rank in the top half of the 48 states. Many states must revamp their tax structure and improve state school finance legislation in many respects, before they can reach a reasonable per cent of achievement.

HOMEROOM *preparation* for the Vocational Conference

By
ALBERT R. BRINKMAN

IRRESPECTIVE OF current economic trends and their effect on employment possibilities, high-school students are deeply concerned with their individual problem of occupational selection. Doane¹ affirms this point in his study which indicates that the selection of an occupation and the difficulties involved in placement ranked among the top five personal problems of high-school students. These people want first-hand occupational information.

Demand for this is not limited to those seeking gainful employment. Those who have some assurance of placement and those planning to take advanced education desire it, too. Literature on the subject of poor placement adjustment is plentiful. With high frequency it points out that inadequate employer-employee harmony lies largely in the new worker's insufficient information concerning job requirements. There is cause for sympathetic understanding for the undergraduate as he faces the problem of making his occupational choice among some 20,000 possible occupations. These young people are in need of help in determining their occupational future.

Vocational guidance for those seeking full

¹ Doane, D. *The Needs of Youth*. Columbia University Press, Contributions to Education No. 848, p. 108.

EDITOR'S NOTE: *Homeroom-period work that prepared the pupils to make the most of the annual vocational conference was used effectively in a high school in which Mr. Brinkman formerly taught. He explains the plan in this article. Mr. Brinkman now teaches in East Orange, N. J., High School.*

or part-time employment and educational guidance for those planning to take advanced education are phases of the whole, integrated program of guidance in the modern secondary school. Guidance is not simply an individual, administrative entity within the school but a constant, permeating force enabling the student to direct his future plans.

For several years the high school in Mt. Holly, N.J. (where the writer formerly taught), like many other schools in the country, held an annual vocational conference, or career day, in an effort to help its students crystallize a diagnosis of their occupational choice. Overlooking now the organizational details of the conference,² the purpose of this article is to indicate how the students were helped to plan their individual job future in the homeroom. Inference that the administration considered the homeroom the only area of direction in the high school to provide vocational guidance should not be made. But it was realized that the conference could receive real impetus from coordinated homeroom planning.

Since the homeroom was considered a basic segment in the functional school-guidance program, it was here that much of the motivating influence for adequate occupational choice and satisfactory job placement was initiated. For those following the same technique, it must be remembered that the individual homeroom teacher should not be expected to shoulder the full

² Brinkman, A. R., "The Annual Vocational Conference as a Guidance Measure." *The Journal of Business Education*, Sept. 1943, pp. 17-18.

responsibility for providing vocational guidance. One person cannot do it all. Guidance is a cooperative responsibility of the faculty. But in visualizing the nature of the homeroom situation, the Mt. Holly planners recognized the opportunity for intimate relationship between pupil and teacher and appreciated the fact that the responsible teachers involved could yield vital direction to help students formulate their plans.

Other than some necessary administrative details no prescribed homeroom activities were directed, as this would negate the concept of directive guidance. With a student body of approximately 750, an all-school conference was not too difficult to plan. It was recognized that the conference was most meaningful to upperclassmen who were fast approaching gainful employment. Yet the underclassmen did not consider it a waste of effort since the conference helped them formulate their educational plans.

Recognition of the many occupational opportunities in the community and their requirements led to an avid interest by most students. Because of this fact and because of the great dispersion of occupational interests, no specific outline was required for homeroom meetings. Programs were determined by pupil-teacher planning as defined by the homeroom sampling of needs.

Some schools take the "You and Your Job" theme for the senior year to motivate interest in occupations. Of considerable importance are the problems of homemaking and avocations, which are of concern to the near-graduates. Some homeroom teachers considered these as part of the adjustment to the job-life, while others discussed these problems intermittently along with the question of job-choice. Teachers who focused attention on occupations throughout the year and those who stressed jobs and job getting along with other topics of interest found that the conference gave impetus to their program of vocational guidance.

It was recognized that planning for the

annual meeting required considerable prior arrangement. While only a few months of preparation preceded the event in Mt. Holly, six months to the bulk of the school year is considered advisable for larger city systems.

A stimulant used to focus interest on the importance of planning ahead for the occupational life was having an assembly speaker conversant with current occupational supply and demand. Using this device as a springboard for operations, the next step led quite naturally into the homeroom.

As a result of discussion with parents and in the homeroom, students were ready to indicate their occupational choice on a 3 x 5 card. Besides determining certain requirements for conference counselors, the cards gave the school guidance force a basis from which to help the student. Individual counseling progressed from the point where certain decisions had been reached. Yet these occupational selections were not considered static, unchangeable administrative forms.

Even prior to the time of the pre-conference assembly, homeroom members began to discuss the problems of jobs and placement. The discussion program ran intermittently throughout the year and was intensified by consideration of such questions as:

1. Why should I begin to plan for my life work?
2. Why should I consider what contributions to the general welfare my selection can make?
3. How can I plan my school program to meet the requirements of my job selection?
4. How can I get information which describes the requirements and limitations of my job-choice?
5. Why must I analyze my own abilities with respect to my job selection?
6. What are some of the job opportunities in this area?

While some of these points are generalities, they were considered to be basic purposes for a cumulative program of vocational guidance in homeroom planning. Such points are naturally more adaptable to homeroom discussions early in the term,

and precede more definite topics of occupational interest, like the following:

1. How important are working conditions in specific job choice?
2. How do I go about locating a job?
3. How much can employment agencies help me?
4. How do I apply for a job and write a letter of application?
5. How much can the school help me?
6. How can I help myself to be successful on the job and prepare for advancement?
7. How can I learn about job openings?
8. How much can I expect to earn as a starter and how should I use that money?
9. How can I get part-time work to see if I like the work?
10. How can I meet people experienced in the work to see if I like the job-field and get some advice?
11. What should I do when asked to join a union?
12. What is Social Security?

Returning to the specific topic of interest, the vocational conference, there was much that was accomplished in the homeroom shortly before the conference day to re-emphasize the values of personal contacts with people experienced in the student's occupational area of interest. By the time this point in the conference planning had been reached, counselors had been selected and the types of group meetings arranged. Time was taken then for the students to indicate specific questions about their job-field to be directed at the counselor. Each individual occupational group met during the regularly scheduled homeroom period so that attention could be more directly centered on each job area and questions

evolved there. The counselor was sent a copy of these questions to guide him in the preparation for his own counseling group.

Aside from the occupational interest at this meeting, time was taken to discuss the conference schedule and arrangements. The group was informed of the specific details of room assignment and timing, to avoid an impression of aimless direction as the day's events progressed. Another consideration of group guidance was developing an awareness of showing common courtesies to visitors.³

Members of the student body serving on the reception committee were given instructions in the process of receiving visitors and guiding them to their proper places. Their responsibilities were made clear to avoid haphazard participation or undue teacher dominance, particularly if the counselor was not a capable leader.

During the first homeroom period following the conference, group discussions were held to get student evaluation of the event as a basis for future planning.

Care has been taken to avoid any implication that a precise pattern of action was outlined. Suggestions have been given which may be modified and adapted to meet the needs of the students, their community, and their school. The vocational conference, conducted in many ways throughout the country, was used as a practical educative process to achieve these purposes.

³For publicity plans see Brinkman, A. R., "The Annual Vocational Conference." *The Journal of Business Education*, Dec. 1946, pp. 28-30.



The Central Fact

The curriculum is the heart of the educational system. Schools are organized, financed, and administered in order to provide it. In fact, the curriculum is so central that the worth of the whole educational enterprise is determined by its quality. Fine buildings, good operation and maintenance, superior text and reference materials, high salaries, and all the other desirable provisions for a school program are

justified only to the extent that they provide superior experiences for pupils. Often the road from a particular action to its influence on the curriculum may be long and involved, but the influence is present, nevertheless, and the final test of all procedure in the organization and conduct of schools is to be found in the nature of this influence.—HOLLIS L. CASWELL in *Teachers College Record*.

ENGLISH

Pupil members correct whole school's English compositions

HONOR SOCIETY

By

GRACE O. CLAYTON

AT THE Roxboro High School we have organized what we call an English Honor Society. It is an experiment which, we think, will prove helpful in the teaching of English. For years we have heard it said that students go to colleges or vocations poorly prepared in oral and written English. This plan has been devised to help students improve in grammar and composition.

Providing for individual differences in pupils has been one of the major problems. Both homogeneous and heterogeneous grouping has been tried. There have been objectionable features to each of these plans. With as heavy pupil loads as we have in the majority of our high schools in North Carolina, it has been beyond the teacher's power of endurance to give the students enough written work to enable them to learn to express themselves clearly and correctly.

Since the more proficient students do not need the same treatment as those who find English very difficult, this plan gives those better students the extra work that the teacher does not find time to give them in class.

The Honor Society members are selected on recommendation of their respective Eng-

lish teachers. At the end of each grading period additional members may be admitted. Hence, it serves as an incentive to those who are capable of attaining membership to work harder in order to be eligible. At the present time we have eighteen members.

This society meets at a regular class period every day. Themes which have been assigned by teachers from freshman through senior classes are turned over to the faculty adviser of the society. Under his supervision they are read and corrected. In reading the themes the students often consult various textbooks when they are in doubt about a grammatical construction or a mark of punctuation. A set of symbols for use in making corrections has been adopted in order that the work will be uniform.

Notice that the students correct and make comments but do not grade the themes, for we think that having students evaluate them might involve us in difficulties. When a set of themes has been completed, it is returned to the teacher of the class. He reads them and grades them. The fact that he does not have to mark each misspelled word or other errors means that he can grade the set of papers much more quickly.

Whenever possible, a student representative from the Honor Society meets with a class on the day themes are returned in order to answer questions and give individual help as needed. One student, in speaking to a junior English class, said this: "Some students in school go out for athletics, debating, or glee club, but we go out for English. We do the theme reading primarily to learn more about English our-

EDITOR'S NOTE: *With teachers as scarce as they are, and pupils plentiful as they are, it's a temptation to draw the pupils in on work that formerly was considered sacred to the teacher. Mrs. Clayton tells how this is being done in the English department of Roxboro, N. C., High School, where she teaches.*

selves." In this way she was able to build up a feeling of good will between the class and the honor group.

On the days when there are no themes to be graded, which happens occasionally, the honor students use the time in class to do some creative writing themselves. Frequently they write articles for the local paper.

In order to make the Honor Society attractive to prospective members, the school presents a gold pin to each student who attains membership. There are social features, too. Each month a member is

hostess to the club in his home at an informal party.

As to the results of this new plan—it is almost too early to measure outcomes. More theme work is being done, and improvement in various classes has been noted. We shall be eager to see how these advanced students will rank in their respective college classes next year.

At regular intervals we English teachers meet to talk things over. There are several features of the plan that we think can be improved, but we definitely feel encouraged.



Recently They Said:

Rebuttal

The fact that some schools have experimented with and abandoned some of the approaches to a better curriculum does not alter the equally irrefutable fact that the secondary-school curriculum is criminally inadequate.—BERTRAND W. HAYWARD in *The English Journal*.

On Somebody's Pay Roll

We live in a country in which economic and political power is highly concentrated. At the beginning of the Republic approximately 90 per cent of the workers were "on their own"—they owned their own farms, shops, tools, etc. Only one man in ten was " beholden " to another for his daily bread. This supplied the necessary basis for an admittedly rough but very effective type of economic and social democracy. On these foundations, as Counts has pointed out, the common people fought for and won a very considerable measure of political democracy—as the various amendments to the Constitution will attest.

Today, the two sets of percentages are almost exactly reversed. Only one man in ten is "on his own"—the other nine are on somebody's pay roll. Our economic democracy is thus largely gone; our social democracy is rapidly disappearing. Political democracy remains. The problem is whether we shall be able to use the latter to re-gain the other two. If we cannot, or will not, then the progressive disappearance of political democracy from the American social scene seems inevitable. For when men must choose between bread and freedom, they take the former.—HAROLD C. HAND in *Science Education*.

A Diversified Career

In all good faith I chose the teaching profession because it was a profession. A profession? A diversified career! All because of my profession I have taught Sunday School, led the Girl Scouts and the Campfire Girls, have been on all committees of the PTA, have solicited funds for the Red Cross, the Salvation Army, the Seals for Crippled Children, the Cancer Drive, the Infantile Fund, corrected essays for the American Legion, the WCTU, the SPCA, and the VFW, coached plays and supervised suppers for the Ladies' Aid, attended the Farm Bureau faithfully, and have played nursemaid frequently to the principal's children. To mention only a few of my professional accomplishments.—PEARL W. FICKETT in *Maine Teachers' Digest*.

Very Functional Mathematics

None of this x times y equals xy for Mrs. M. W. Hook and her mathematics students in the Elon College High School, [Elon College, N. C.] for they have developed a functional program which resulted in the construction of a model house and home-made furniture. As practical background material the students made a survey of such problems as rents, taxes, upkeep of homes, and family incomes. The students not only built and furnished the house, but they also planted grass, finished the floors, and knitted rugs for the floors. Mrs. Hook is convinced that her students learned much practical mathematics, science, home economics, and art. She recommends the use of the center of interest idea in teaching high-school classes.—North Carolina Education.

DISCIPLINE:

Not the Act, But the Cause

By

EDWIN A. FENSCH

RECENTLY, a teacher, very much concerned about the behavior of several pupils, asked the writer, "Isn't there any more discipline?" Such a question, of course, discloses that teacher's ignorance of the meaning of the word.

Certainly, there is discipline! Discipline is a form of behavior. So long as people are alive, there will be discipline. The correct form of the question would have been: "What is wrong with some of my pupils that their discipline is not of the form that good educators approve?"

All pupils have a form of discipline, but there are a few whose behavior digresses from the accepted standards to such an extent that they become problems. The difficulty is not a lack of discipline—which cannot be. It is the deviation from accepted and approved standards that causes concern.

Quite a few teachers are confused in their thinking on this point. During several years of psychological work and guidance, the writer has come into contact with teachers who do not view discipline as a behavior pattern. They consider discipline as something specific; this boy and this girl have "good discipline" while this boy has "no discipline."

There are other teachers who consider

discipline as applied to a class, and they feel that there is good discipline if the class is quiet and nothing happens to disrupt the serenity of their cloistered group. There are also a few who consider subservience and awe as good discipline. If pupils mentally kow-tow and treat this type of teacher as though he were a kind of brass hat—that is good discipline to this species.

One young teacher, lately returned from the Navy, complained of a lack of discipline because his high-school boys, when they saw him on the school grounds or the street, waved and called out, "Hi, Bill!" He was considerably upset by their attitude, which he considered a bad form of discipline. He didn't realize that he was being paid quite an adolescent compliment by these boys, who obviously liked him well enough and felt close enough to him to treat him as one of their own group.

Discipline is not something specific; it is a pattern which meets certain standards, according to the time and place of the action. Good discipline among primary pupils is different from good discipline among elementary pupils. Similarly, the approved and accepted behavior for junior-high-school pupils cannot be the same as that of senior high school students.

If and when such an action prompts the question as to the goodness or badness of the act, the problem of what to do about it is not necessarily a simple one. Too many teachers have grown accustomed to the policy of "putting a stop to it then and there." Having brought an outburst to an end, this teacher sits back and considers the problem settled. Any following occurrences may be looked upon as new develop-

EDITOR'S NOTE: *When a pupil becomes a behavior problem, says Dr. Fensch, it won't do the school or the pupil much good just to try to repress him. Underlying causes are at work on him—and they can be discovered and corrected. Dr. Fensch is director of research in the Mansfield, Ohio, Public Schools.*

ments, not as repetitions of the original action—when, as a matter of fact, the added disruptions may be links in a chain whose source has nothing to do with what appears to be the cause of the trouble.

When pupils are "bad," lazy (a term which the writer has ceased to use or recognize in his work), impolite, destructive, or what not, nipping the action in the bud will not remedy the situation. It may prevent the completion of the act at the moment, but a teacher who handles a pupil in difficulty in this manner must expect additional trouble later. The problem is to find out what is causing the pupil to behave in a non-accepted way and to try to remedy the basic difficulty.

The writer was called to study a boy who was, to all appearances, "lazy." He came from one of the best homes in the city, had every advantage, but did practically nothing in school. His grades averaged a D. After administering a Binet psychological examination and talking with the boy, it was discovered that he had an I. Q. of 138, liked school, but—!

His parents had adopted the boy and were painfully anxious for his success. He was made to study two to three hours every night even though he completed his assignments in a much shorter time. He had no hobbies or amusements. He had once been given power tools for a home workshop, but the father had taken them away when he discovered the boy taking them apart so that he could find out how they were made.

Everything for the boy was regimented—and the teachers, in their effort to help him raise his grades, were also regimenting him. The boy was actually on a strike, although he did not realize this. When adult dominance was removed, this boy brought his grades up from a D to a C in one month. Before the year was over, he was approaching average grades that could be expected from him.

A girl who gave the impression that she

was alternately lazy and then mischievous, was given a psychological examination which showed she had no mental difficulties. The problem was solved when she was given a physical examination. She had a blood pressure of 85 and was anaemic. No wonder she appeared lazy at times!

Teachers must learn that all behavior that is not acceptable is caused by mental or physical influences. No one is "just good or bad." When instances occur that are disturbing, the teacher should deal with the immediate problem—but this must lead to further investigation to determine the underlying cause.

Tests are available to all teachers (whether a psychologist is employed by the school system or not) whereby the pupil's intelligent quotient may be determined. Personality tests are a good aid to furnish clues for further investigation. Conferences in private with the pupil and home visitation are next in order. With a good foundation thus provided, the teacher is ready to understand the problem, if not to solve it completely.

Moreover, the teacher must study himself. If the teacher is dealing with a problem case in his own class, the teacher, too, is a part of that problem. Every effort should be made to determine whether he is in any way at fault or is doing anything that might aggravate the pupil's undesirable behavior.

With these points in mind, the teacher can strive to conduct his classes so as to create greater interest on the part of his pupils, to win their respect, and to build good will for himself. Being able to understand why pupils act the way they do, and developing greater interest, respect, and good will, can create an atmosphere in the classroom that will make the recitation period a much more pleasant time for all. Such a situation may even lead to developing a sense of humor in the teacher—a behavior form that too many instructors lack in their classroom manner.

IT'S THE MEN *Those visits make you feel better*

who revisit the high school

By

R. ELIZABETH REYNOLDS

NOSTALGIA for the scenes of their high-school days is far more prevalent among men than women. Visitors of the male sex are frequently seen in high-school buildings, especially during school hours, but rarely are visitors of the female sex visible. Once out of high school, girls tend to stay out until they come back some years later to PTA meetings or to inquire about their children's grades.

Last spring I completed twenty years of teaching in public schools, nineteen of them in the same system. For the first three years I taught in one of the town's grade schools; then I was transferred to the high school. During those years I saw many students graduated and was present when they returned to visit.

During the war and after its termination, service men and freshly discharged veterans were seen almost constantly in the

halls of our building. Of course some of them had girl friends still in high school and they returned to walk the young ladies to classes; but in many instances, they were men who had been out of high school so long that the only persons they knew were the teachers. They came back to see us and to roam again in the old familiar halls.

Definitely the G.I.'s who fought World War II were men and boys whose high-school days were vividly and pleasantly remembered. The first question they asked upon returning was, "Who are the teachers here who were here when I was in high school?" And they saw every one of them.

I remember one afternoon shortly after war broke out when a group of young men—a soldier, a sailor, a paratrooper, and several others who were waiting their calls—visited us. What they were worrying about was getting to see all the teachers before said teachers went home for the day.

The soldier, who had gone to school to me in the third grade as well as in high school, wrote me shortly after he returned to camp. We corresponded regularly until he came home from active duty overseas. Teachers are friends to that soldier, as they are to multitudes of men in the service who have found a lift in letters from "teacher."

Then there was James, who quit high school because of discipline problems, if memory serves me right. I do know that he caused me as well as his other teachers no end of trouble. One day Uncle Sam tapped him on the shoulder and beckoned him to a training camp. Several years later James dropped in to see us. "I came to tell you that I've changed a lot," he said simply as

—■—

EDITOR'S NOTE: *Miss Reynolds deals here with one of the good sides of teaching—the return of former pupils to visit the teachers they appreciated and remembered. Just why the men like to come back to see us, and the women usually don't show up until it's some business about their children, is a mystery worth solving. If you don't think these visits are important, just read Mellie Calvert's "Only the Alumni Can Save You" in last month's CLEARING HOUSE. Miss Reynolds was a high-school teacher until the spring of 1946, when she became an instructor in English at Oklahoma Agricultural and Mechanical College, Stillwater, Okla.*

he greeted me. He also had a talk with the principal and explained to him that he saw things a great deal differently from the days when he was in high school.

The once-problem child was happy to encounter the very people he had probably thought he never wanted to see again. But somewhere, somehow there came the feeling that he wanted us who had known him during his high-school days to like him—that having us as friends was necessary to his happiness. And he made a trip back to the building to accomplish the task.

Nor were enlisted men our only visitors. It was not at all unusual to have officers stop for a chat, a look over the present crop of students, and for an opportunity to re-live again for a little while the time they were in high school.

Paul, a captain, always came to see us every time he was home on leave. He did so enjoy those jaunts out to the building and we enjoyed having him. All the time he was overseas, when he was wounded in action and later when he was in Germany with the army of occupation, he kept in touch with what was going on in high school. Yes, Paul's high-school days were happy days, days that he more than likes to remember. Even the fact that he was a popular man on the campus in college has not dimmed the pleasure with which he recalls his high-school days.

And the men in the service talked about school and teachers as they conversed during leisure moments all over the world. It wasn't at all unusual to have a returned service man say, "We were talking about you not long ago in Paris (or some other far-off place). I ran into Sam Gribbens, Bill Weathers, and Raymond Stone." Or to have one write from Pearl Harbor (or some farther-off place), "I saw Joe Sumner the other day and we were talking about you." They talked about us, their teachers, because they talked about high-school days. Indeed, wherever men in the service gathered, they talked about home, and

school is deeply embodied in their memory of home.

One day I had a letter unexpectedly from Harold, who was in northern China not far from the Great Wall. "While in town today I visited a curio shop and that is when I thought about you," he wrote. "I noticed everything but goblets. When I asked the man to show me a few, he said that none was available at present, but he may have some soon. When they come in, I shall send you one for your collection." I had no idea that Harold even knew I had a collection of goblets—not many of my students did. Yes, somewhere in Harold's mind teachers and their hobbies were associated with his remembrances of home.

I had charge of the newspaper in our high school, and the journalism classes sent thousands of copies of the publication to persons in the armed forces. And these people, mostly men, of course, literally loved getting the paper. Many were the letters of appreciation we received from them.

When I first took over the work in journalism, I felt that men who had been out of high school for some years and knew none of the students in school at the time would not care about the paper. Ah, but I soon found that I was wrong, dead wrong. The stories about football games, banquets, club meetings, gossip about who was going with whom meant a great deal to these men.

They didn't have to know the people in high school; they could just supply names of their own crowd and pass away a delightful time reading the school paper. After all, the same events took place when they were students. Yes, men definitely enjoy living again their high-school days.

Service men were not the only ones who frequented our halls during war times. Those who were unable, through no fault of their own, to join any branch of the service came back, too. Charles made his contribution to the war effort by working in a defense plant out of town. Whenever

he did manage to come home for a day or two, he always paid us a visit. When his war work came to an end and he was home between jobs, he made several calls. Shortly after he arrived, I saw him again with his mother. She explained that he had been home three days. What she didn't know was that before nine o'clock the morning after he arrived, he was in the high-school building visiting.

One afternoon I saw a man in the hall. He looked as if he were searching for some one. "Can I help you?" I asked in my best professional manner.

"I'm looking for you," he replied. Then I recognized one of my former students who now has an important position with one of the nation's best news magazines and makes his home in Washington. He, who for some time had traveled with the country's great, had come back to high school, not with the "I'm here to let you congratulate me" air, but with the attitude that he was in town for a short time and he didn't want to miss seeing any of his friends. He, too, appeared to get much pleasure out of being among familiar surroundings.

Nor is this interest in school a recent thing. All through the years I taught in high school I noticed that male visitors were in the majority. Occasionally girls home from college or university would drop in for short calls during the first year or so they were out of high school, but soon their visits would become non-existent. But when the boys came to visit, they visited. There was no passing the time of day and rushing on with them.

One afternoon some years ago just as the last hour was almost over, my class was interrupted when a well-dressed man opened the door. I'll frankly admit that I was almost caught off guard, for he had

changed so much since he had been one of my student that I hardly knew him.

When Bill returned after school for a longer visit, I found out why he had come. He was a new father and he had come back to share his joy with those who knew him in high school.

Of all the visitors we had I think I remember Jack's visit most keenly. I had not taught him, for he had been a student a few years before my time; but I had taught a member of his family and I knew his parents. So on that afternoon just after school had been dismissed for the day and he came upstairs looking for some one he knew, Jack stopped in my room. After we had talked with other teachers who greeted him as they passed on their way out of the building, he said, "Let's go look at the auditorium."

Since my room was on the second floor, we walked into the balcony. As Jack gazed at the stage, he forgot that I was there. He forgot everything except the vivid memories that the sight of that high-school stage brought to mind. I have no idea what they were. I wasn't even in town at the time he was in high school and I've never asked about those days. All I know is that I was present at but not a part of a real experience, almost a sacred experience, in Jack's life.

As we left the balcony and went down stairs, he smiled happily as he remarked, "Thanks a lot. This has been wonderful. You know, I've wanted to do this for ten years!"

Yes, man and boy, they point with pleasure to their high-school days and enjoy the contact with them that a visit to the building gives long after they have ceased to be a part of the merry whirl of adolescence.



Why not take the "sissy stigma" from a whole range of splendid subjects—from poetry to personality development—by putting more men teachers in charge of such subjects?—
WENDALL W. HANER in *The Phi Delta Kappan*.

DEPARTMENT

*Faculty abandons
individualism*

HEADS IN ACTION

By

FRANK M. DURKEE

SOMERVILLE High School operated without heads of departments until about a year ago. Over the years, the high school grew many fold in enrolment, and the curriculum expanded. Teachers generally did not meet in departmental groups to consider problems, so the course of study in each subject was just about what each teacher chose to make it. Individual teachers ordered books and supplies without much reference to what others in their departments might think and in given subject areas teachers worked rather independently, of one another. Individualism operated in a sphere where coordination and cooperation seemed essential.

With a change in administration about a year ago, the board of education took the advice of the supervising principal and designated department heads.

The heads of departments, including guidance and activities, met with the high-school principal, who discussed a previous school survey with them and asked each to prepare plans for discussion in future meetings. After each department head had presented his ideas, and they had been discussed by the other department heads and the high-school principal, the department head was free to meet at least once monthly with the members of his department.



EDITOR'S NOTE: *The plan that was developed when Somerville, N.J., High School established heads of departments and a more orderly program of cooperation is explained in this article. Mr. Durkee is head of the English department of the school.*

Members of the English department, for example, discussed the reading difficulties of their students and agreed to try to define the problem more scientifically by giving all students—more than a thousand—the *Iowa Silent Reading Test*. The administration obtained the test and the English teachers, under the guidance of the head of the department, handled the administration and evaluation of the test.

The English teachers became more aware of the reading needs of their students and made plans to do more in improving reading skills in every phase of the program. All teachers became more aware of the need to teach the vocabulary of their subjects. Many students, for the first time, realized that they needed to improve certain aspects of their reading; others gained additional confidence from the knowledge that their reading ability was excellent.

After each department meeting, the head of the department made a written summary for each teacher and the principals. Problems, proposals, and plans, as discussed, appeared in the summary.

Often administrators, using past records, order books and supplies for the ensuing year. Somerville now follows a more scientific method, utilizing heads of departments. The department head discusses the materials and books needed with teachers in his department; he checks the number and condition of books with the bookroom custodian. After gathering all possible data, the department head compiles a requisition, which he then discusses with the principals. A more accurate and appropriate handling of the materials of instruction is the result.

Department heads in Somerville High School are taking leadership in curriculum study, building professional libraries, getting curriculums of other schools for examination purposes, and enlisting teachers' aid in making suitable contributions. Group planning and group work are under way under the leadership of department heads, and coordination of efforts takes

place through the faculty council of department heads.

Too long high schools have, in many cases, lacked the organization for most effective operation. Non-existent or nominal heads of departments can do little good; department heads in action can mean, as in Somerville, a more efficient, more effective school.



* * TRICKS of the TRADE * *

Time and energy savers

By TED GORDON

GRADE YOURSELF!—Above the date on your desk memo pad try putting a grade for yourself after your last class each day. When report card time comes for students, see what teacher's grade would be!

LEARNING NEW NAMES—To learn the names of pupils in a new class, give exercises which involve their calling on each other by means of question-answer games, parliamentary procedure programs, interviews, dialogues, etc.

FRESHEN UP—A bottle of hand lotion kept in the desk and used between classes gives that bit of freshening up so necessary

before facing another group of students.

NO EMPTY BLACKBOARDS—Avoid empty blackboards! Try to leave something on the board from your last class—something instructional or amusing that may intrigue those who come in next and hold their attention before class proper begins.

BULLETIN BOARD HABIT—Try to teach your pupils the "bulletin board habit" by including in your examinations once in a while a question or two on what's posted in your room or even around the school.

THE RIGHT BOOKS—Students won't be so likely to bring the wrong books to class if you pass about a few dark-colored crayons and have the members of the class write the number of the period the full length of the cover, front, back, and back-bone.

RUBBER STAMP—To prevent your rubber stamp from getting away from you, bore a hole through the handle and through the cover of your ink pad. Attach a piece of twine from one to the other and . . .

—♦—
EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

"I COULD NEVER *be a* TEACHER"

*That's what they
all say!*

By
KATHRYN H. MARTIN

I AM SURE I should never have become a teacher except under the twin whips of necessity and love. The traditional teacher is, of course, a spinster lady who either has a broken heart and goes into her teaching as her prayer, or has a minimum of red corpuscles and never falls in love at all. This concept is so untrue that it is high time someone protested. Sometime back, Emily Post headlined an article, "Teachers Are Human." Well, aren't they? It seems a trifle strange that people continue to contradict such an obvious fact.

I have puzzled a good bit over the complex that most people have about teachers, and have decided it is a figment of prejudice from school days, coupled with a false assumption that a teacher is a "brain," too small to be taken seriously, yet too sharp to be comfortable.

I learned at the outset that after 3:30 I dared not correct anyone's grammar, or express my opinions too vigorously, else I should end up a solitary hermit. All this has been a bit odd in view of the fact that I decided to become a teacher at the age of thirty, and before that time corrected and shouted in my off hours as much as anyone else.

I must admit, in the interests of fairness, that there are a good many "characters" in the teaching profession, but I will not ad-

mit that one must, perforce, become a "character" because one teaches. We can all recollect human oddities who taught us, some well and some ill. During the recent war, the teacher shortage resulted in many people being pressed into service who would not ordinarily obtain a teaching job with ease. No offense is meant; many of these people deplored their own lack of training or general rustiness, but like good citizens, came when they were needed. Such pinch-hitting was common all along the home front.

I cannot for the life of me, however, find any one "type" among these temporary teachers, nor among regular teachers. Most of them are rank individualists, comparable to the Hollywood citizenry when it comes to pursuing their own sweet way of dress, speech, mannerisms, and most of all, ideas. Hence the "characters," for Miss Smith will do her hair the same way for twenty-five years unless she sees some reason for changing it, and Professor Jones will teach while teetering precariously on the back of his chair, with his feet where he should be sitting, if that position happens to stimulate his brain and keep the attention of the students riveted on him.

The more pliant and malleable young teachers will marry and melt into an existence less thorny (we hope), and the more easy-going conformists will take another road in time, one where stubbornness, patience, and endurance are not needed in such large quantities. For the same doggedness and lack of worldliness that keeps Miss Smith's hair that way, keeps boys after school until they know their lessons.

EDITOR'S NOTE: *This is one of those frank, introspective articles that we occasionally run, on the lot of the teacher as viewed by a teacher. Mrs. Martin teaches in Palm Springs, Calif., High School.*

It seems to me, however, that too many teachers have gone "all out" on hammering and pounding, and their true humanity becomes too much covered by eccentricities. A stout heart can exist under a charming exterior, just as well as advertising itself in large outlines on a most unprepossessing sleeve. The teacher shortage can well be expected to continue as long as people who are interested are repelled by what it does to one to deal in training the young. The mingled expression of amusement, pity, and horror that greets me at a social gathering, when some well-meaning soul lugs in the fact that I teach for a living, has often given me pause. No one has ever "guessed" it, so there must be a strain of devilment in me that doesn't fit in with the imagined prototype.

I believe there are many people who planned to teach and couldn't take the nervous strain of it; and many who could and do; and many like me who didn't want to do it, but who fell in and have been swimming ever since with a more or less steady stroke.

I started teaching because my marriage went on the rocks and I had two children to think about. When I was interviewed by that ogre of all novice teachers, the Director of Practice Teaching in the Education Department (which loves big words), I was told my motives were "too mercenary," and I wept large tears of disappointment and rage. I seemed not to have it in me to make up a glib speech about my desire to reform the human race from the ground up as I swept gracefully down vistas of learning, and I did not feel in the least sentimental or noble. But I wanted desperately to make my living, keep my children secure, and keep myself out of mischief.

It was quite a bit of fun to go back into the classroom, and it seemed to me a safe little harbor after a rather large and overwhelming storm. It has been charged that teachers are introverts and escapists who

can't face life as is, and who retreat into their little private citadels. How can this be so? Teachers have to market and eat, entertain their friends, marry and bury their relatives, face competition, and all on a slim income. They are the white-collar workers whose collars are supposed to be as white as a nun's linen ruching.

All this is not escapism but an exercise in ingenuity and resourcefulness. There isn't a teacher alive, I dare say, who hasn't sat down to plot with glee about how to enjoy the world and its pleasures. As for escaping into the classroom, ye gods! Have you ever spent a whole day in a classroom? You might as well go right to the zoo, walk into a cage of monkeys, and close the gate after you—that is, if the monkeys could talk, cry, and laugh!

No, each classroom is a bit of the world, a tiny world where you need the patience and wrath of God, and often lack it. It is a world of limitless possibilities, the world of the human mind, and a world where human nature carries on its old struggle to be free of itself.

The fascination of the classroom to me lay in the paradox that it was a small, safe place where I could be free to expand to the very limit of my capacities, and go on growing indefinitely. This concept of teaching never seems to occur to the layman, who regards teaching only as a nerve-wracking struggle to herd the young, and to beat through a Malayan jungle of detail composed of roll books, attendance reports, and red-pencil marks hen-tracking their fruitless way over miles of youthful errors. Well, he has something there, but those irritating details have about as much to do with the case as the adding machine in his office, or the secretary who bosses him too much.

As a housewife I had been stymied by a lack of strength in the center of the structure. I had had a house that somehow fell short of home, and I had felt defeated in what I wanted most to accomplish. The classroom gave me a new medium to work

in, and I loved it. I went in without much egotism left in me, but with a deep humility and gratitude.

A myth about teachers is that they are smart. This is the funniest one of all. No one who was very smart could stand it to read the same book over and over, if it is an opus that barely strains the brain of a ten-year-old. In fact, people who are too smart rarely make good teachers except on the college level. People like that can't understand why other people make so many mistakes. Only people who have made some mistakes can understand how tired and unhappy it makes you feel.

If I didn't remember how I felt about long division, I'd go berserk some day when I see "there" and "their" mixed up for the one-millionth time. And if I were *very* smart, I wouldn't get in debt any more, forget to have battery water put in my car, and keep a book out of the library until I owe \$1.89. If a teacher could have a

quarter for every time he says "I don't know," he would soon have a nice tidy sum saved up for a fling.

The most interesting thing about teaching is not what you already know, but how much you learn and need to learn, so that the process never stops. A teacher who "knew it all" would be nothing but a sad automaton, but I've never met one. Most of us don't know very much at all, but we keep on trying, because the children insist.

No, I think "being human" is what a teacher should be, and that everyone should let him be all of that. There should never be any question about it. Love makes the world go round, and today the world is sick from hate; the convalescence will be slow. The teacher needs to love and be loved, to go into his classroom full of warmth and joy and confidence, for in that classroom is his little world, a brave new world of hope for the future. Anyone who can feel that way can be a teacher.



Classroom Films Are Weekly Treat for Parents at Dunellen High School

Every Tuesday afternoon there are free movies for the parents of Dunellen, N. J., High School's pupils. The parents drop in after school is over, and are treated to a showing of films that are being used in the classrooms.

The following letter to parents, explaining the plan, was sent to THE CLEARING HOUSE by W. F. Bolen, principal of the school:

P.M. Club

Dunellen parents are invited to attend a new kind of club with no dues, no jobs, no money, no obligations, no officers, and even no members if you don't want to come.

It's the Parent Movie Club and merely means that you are welcome to see free movies at the Dunellen High School any Tuesday at 3:30 P.M. They are the same pictures the pupils see in classes

and we think you might like them as well as the pupils do.

The topics are varied. You might see a technicolor showing of how tuna fish are caught, canned, and served, or something on clothing; you can see America by bus, or find out how table glassware is made and its proper use. There are historical films, too, and current-event pictures. It's all part of your child's education. Ask your youngster if he has seen anything good.

Most pictures last about a half hour. You can come late and leave early—in short it's for you if you want it.

Every Tuesday when there's school—in the sewing room, first floor of the high school, starting January 7th.

Your host,
Your School

SPELLING DEMONS —AND DEVILS

By

HELEN F. BENNER

LISTS OF SO-CALLED "Spelling Demons," with their hundreds of catchy words, are bad enough for many pupils, but no less demoniacal for them are the weird combinations of letters in the names of some of their classmates.

At the first class meetings of the year, the secretaries pro tem. turned from the black-board in complete bafflement as the nominations were made. How on earth did one spell Sylvia? Or Shapleigh? Or Marilyn?

In writing their ballots the other pupils did not even follow the spellings on the board. Jack thought "Shapleigh" was too hard to write, so he put down Shapleigh's nick-name, Smelly, instead. Only it turned out to be *Smely*. Many a student spelled by ear, as inaccurately as he evidently heard. Wesley became *Westley*, Patricia was written *Pertrisha*, and it wasn't hard for a New England child to imagine that Muriel spelled her last name *Lerveen* instead of Lavigne.

What to do about it? Something, surely.

We began on Monday, when spelling is usually assigned for the week. Pleased smiles brightened the faces in every class when I announced that this week we were going to learn to spell one another's names. First we had a try-out. I read the names of everyone in the group; the group wrote them the way they thought they should be.



EDITOR'S NOTE: *Perhaps the names of the pupils in your classes can provide as difficult and as valuable a spelling lesson as some of your word lists. Miss Benner found it so. She teaches English in Fifth Street Junior High School, Bangor, Maine.*

Then each pupil went to the board and wrote his own name, fair and large for all to see. The class corrected their papers while we discussed such things as the unusual letter combinations, how *y* could take the place of *i*, and the difficulties in silent letters. The complete list of names was copied, neatly and accurately, into every notebook.

During the next three days the ten-minute portion of each period usually devoted to spelling was a busy time. Students would study a few minutes and then get out paper and pencil and, importantly and happily, look to first one classmate and then another as they wrote their names. Correcting these lists meant finding the words which needed further study.

The tests on Friday were not perfect, but they were very good. Unfortunately, the slowest group was also the largest, and thirty first and thirty last names proved a bit too much for them to master in one week. They welcomed a second week of study and really cleared up their difficulties.

This work, coming as it did at the beginning of the year, helped members of the class to know one another, in addition to providing them with information they really needed.

Richard came to me one day not long after our week's study. "How do you spell *Janice*?" he asked. Suddenly his face brightened. "Why, I know that myself," he exclaimed.

There are plenty of spelling demons he'll still have to overcome, but at least some of the devils that plagued him have been exorcised.

GUIDE *for* GUIDANCE

—and some searching questions

By HAROLD J. MAHONEY

GUIDANCE SERVICES in the school must be re-examined now in the light of the emerging pattern of secondary education. Such examination will reveal that there is no more reason to believe that reconversion must not take place in guidance than there is to believe that all of secondary education can or should maintain the "status quo."

The following guideposts are offered to those who may be interested in re-thinking about this essential educational service:

1. There is need to end the opportunistic and segmented growth of guidance in secondary education. In dealing with students, the total personality must be considered. Therefore, *all* elements of guidance must be present. For example, how can we retain our intellectual honesty by offering an isolated course in "occupations" and calling it "guidance"?

2. There is need to define the relationship of guidance to discipline, social conduct, extracurricular activities, the curriculum, and other phases of the school program. What justification can there be for clubs and other activities to be labeled "the guidance program," or for counselors to be attendance officers?

3. There is need to clarify the terminology of guidance. Just what is a "guidance teacher"?

EDITOR'S NOTE: *Mr. Mahoney doesn't believe that our present guidance practices and beliefs are sacred, and he looks at them with a critical eye. Some of the questions he raises may be a bit uncomfortable. Mr. Mahoney is supervisor of guidance in the Bureau of Youth Services, State Department of Education, Hartford, Conn.*

4. If, in the future, teachers are to assume more responsibility for the guidance of pupils, it follows that the pre-service education of teachers should include basic training in guidance. Could a teacher teach history without the necessary knowledge and skill?

5. The content of group guidance—home-room guidance, also—must be carefully analyzed. As the total program of secondary education develops along sound lines, many instructional elements now handled through "group guidance" will be incorporated in the regular curriculum. Must guidance continue to be a compromise between what we teach and what we know we ought to teach?

6. We have sufficient knowledge of healthy psychological growth and individual needs to make it possible to devise for a school a set of administrative policies which would promote adjustment—"preventive guidance" if you like. Must we continue to go out of our way to promote maladjustment?

7. There is a need to educate parents in their responsibility to contribute to the "guidance readiness" of pupils. What makes us think that all pupils are ready to accept, or want, guidance at the same time?

8. There is need in the field of guidance for a new type of statesmanship that recognizes that guidance must work within the limitations imposed by education and other agencies—a type of leadership that can define adequately the legitimate place of guidance and the interrelations involved.

9. There is a need for less literature on the techniques of guidance and for more on how guidance can function within the

school organization. Techniques cannot operate in a vacuum.

10. The growing tendency to mechanize guidance and to develop an effective

guidance machine involves many dangers. Charlatans, for example, are taking advantage of this tendency. Have you been "personalized" by mail recently?



No More Mud

One of the teachers' colleges recently sent a questionnaire to its graduates in the field, requesting a list of urgent problems. Mud [on the playfields] was ranked in first place on the list.

The problem can be solved . . . by using a material that is on no priority list. Natural-Rock-Asphalt deposits in Missouri and Kentucky supply a surfacing material that does not need heat treating, and consequently is less expensive than other types of "black-top" material. PTA's, Dads', and Service Clubs solve the labor shortage problem for the construction work through cooperative effort. Natural-Rock-Asphalt needs to be applied during warm weather, since it is rolled just as it comes from the freight car.

Not having been heat treated, the surface does not soften or become sticky on hot days. Its surface is black, but is so solid that it will not discolor a volleyball, a tennis ball, or clothes. Many "black-top" courts that I have seen discolor balls very quickly on hot days. Shuffleboard discs easily glide over its smooth surface. Since this material has not been heat treated, it is very elastic and does not crack during freezing and thawing weather. During skating weather, a rim of snow around the court, a thin sheet of water, and a rink second only to the "Coliseum" is available.

Many playgrounds that have been covered with cinders or gravel in the past are frequently in a suitable condition to cover with two inches of the asphalt. If the grounds are not level, of course, it is necessary to do some grading to remove the high spots and fill in the water holes to accelerate rapid drainage during every rain. New grounds need an application of two inches of crushed stone.

Rural and elementary schools, and high schools that do not have gymnasiums, are limited to a small selection of physical-education activities during inclement weather. Those that are fortunate enough to have plenty of outdoor space can carry on a planned program practically every day of the year except when it is raining, if some all-weather play courts are constructed.

Centralia constructed an all-weather playground at one school in 1944. It proved to be such an asset that a court was built on every playground in the system in 1945. Future plans call for surfacing

the entire playground areas of all the schools.

On a recent visit south, every school playground I passed was unused because water was standing in many places. The weather was mild, the children were outdoors, but had to remain on the sidewalks. At Centralia, every "black-top" court was in use by crowds of youngsters until nightfall. Basketball, softball, marbles, hop-scotch, rope skipping, and touch football games were in progress.

Janitors like the all-weather surface because the children do not track mud and grit into the building. Teachers like it because wet shoes and clothing are no longer a problem during mild but wet weather. During dry weather there is no dust. Parents like it because wear, tear, and dirt on shoes and clothes are lessened. Cuts and stone bruises from falls are practically eliminated. Teachers were asked if they could find fault with the asphalt. They said that they thought it was practically trouble proof, but that they still have to bandage a few injuries, burns on knees and elbows from skidding on the surface. The number is much less than the injuries that occur on gravel or cinder playgrounds, however; the injuries are easier to treat, and heal rapidly.

The black surface seems to absorb and hold heat because snow melts on these courts before it melts on the ground or cement pavement. After a rain the surface dries more rapidly, also.

The physical education program is benefited greatly by the all-weather play area. In small schools enough volleyball courts and basketball goals can be installed to accommodate the entire school during one period. The courts can be used immediately after a rain; and after a snowfall the pupils are so anxious to use the court that they gladly clear away the snow. Every activity offered in the gymnasium can be conducted on the asphalt court if proper equipment is supplied.

Outdoors is the proper place for the physical-education program. During the instruction period it is our job to teach activities that children will enjoy practicing during their free time. Growing children need several hours of vigorous physical activity every day, and the all-weather play courts offer a quick solution while we are waiting for the postwar building program.—O. R. BARKDOLL in *Journal of Health and Physical Education*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

TEACHERS: Never before has the morale of teachers been as low as it is today, according to a nationwide survey of the situation made for the *New York Times* by Benjamin Fine. Following are some findings of the *Times* investigation:

Some 36% of the "classroom leaders of the nation" said they would not advise young people to undertake teaching as a life work.

Teachers do not fare as well as almost any other worker in the community, according to the returns on a *Times* questionnaire sent to 460 representative superintendents. About 50% of the superintendents indicated that teachers receive either lower, or about the same, salaries as unskilled laborers.

A survey of 2,800 New York City teachers showed that 90% of the men and 20% of the women took outside jobs in 1945-46.

Perhaps Detroit can be taken as a typical example of how the community neglects its teachers. There the starting salary of a comfort station operator is \$2,222, and for rat exterminators is \$3,095. The beginning teacher gets \$2,094!

The U. S. spends only about 1.5% of national income for education while Great Britain spends almost 3% and Russia 8%.

So many teachers have left their jobs for better pay, and so few college students have entered teacher training that there is a reported shortage of 100,000 teachers. U. S. schools now employ 125,000 teachers on emergency licenses. About 15% of the nation's teachers cannot meet even minimum requirements of their states. Almost 40% of U. S. teachers have not gone to college past the sophomore year.

From the opening of school in September 1946 to February 14, 1947, there were 12 major strikes of teachers, reports the *Times* survey. Strike talk has been heard in New York City, Chicago, Boston, St. Louis, Dayton, Ohio, and many other communities. Even though the teachers' associations are opposed to the use of the strike as a bargaining weapon, says Mr. Fine, the classroom teacher is ready to walk off the job: "The quiet pedagogue has become vocal and militant."

BASIC: Maybe you didn't know that Basic English, the contender for "global language" honors, was private property. It was owned by C. K. Ogden, the originator, who recently, says the newspaper *PM*, sold his copyright on the 850-word system to the British government. The British are developing Basic English as an auxiliary and administrative

language. The price paid was about \$108 a word, or \$92,000 for the 850 words.

RULING: Children can be transported to Catholic parochial schools in New Jersey on public-school funds raised by taxation, according to a recent 5-to-4 decision of the U. S. Supreme Court, states the *New York Times*. The majority opinion of the Court held that a New Jersey law permitting the payments amounts to public benefit legislation and that therefore no person may be barred from these benefits because of his religion. The minority opinion held that the First Amendment's purpose was to separate religious activity and civil authority by forbidding "every form" of public aid or support for religion. In a third (independent) opinion, Justices Jackson and Frankfurter charged the majority with "giving the clock's hands a backward turn," because the First Amendment cannot be circumvented by a "subsidy, bonus, or reimbursement." Among critics of the Supreme Court's decision was the Joint Conference Committee on Public Relations for the Baptists of the U. S., which announced: "As Baptists of the United States, we are resolved that the struggle for religious liberty, in terms of the separation of Church and State, must be continued. Having lost a battle, we have not lost the war."

MOVIES: Morning use of 21 moving-picture theaters in Brooklyn and Queens, for free showings to school children of films based on classroom classics, has been offered to the New York City Board of Education by Fred J. Schwartz, general manager of the theater chain. Films such as *Tom Sawyer* and *David Copperfield* would be presented. The offer has been approved by John E. Wade, Superintendent of Schools. The newspaper *PM* calls Mr. Schwartz' plan "the most forward-looking movie deal of the year." Maybe you should confide this news to managers of local theaters, and ask what they think of it.

CITIZEN TOM: Howard Fast's *Citizen Tom Paine* has become, according to the *New York Post*, "the first book in the history of the New York City Board of Education to be removed from the shelves of public-school libraries by official order." (Last month this department reported that the Board of Superintendents had recommended the book's removal from the city's schools because of "incidents

(Continued on page 512)



Teacher Credit Unions: a Plan for Saving and Borrowing

THE MOTTO of the credit union movement has an appeal for teachers: "Not for profit; not for charity—but for service." It is really the motto of most teachers in their professional lives. It explains in part why the National Education Association has a committee in this field.

Most folks would agree that people generally would be happier if they had some wise ideas on money management (savings, spending, and credit) and practiced in their daily lives a few common principles of co-operation. On both points the credit-union movement scores high.

Regardless of whether teachers' salaries are low or high, every individual has money-management problems. No matter how hard one tries to save money it is difficult to do so without a systematic plan. Those who belong to credit unions have such a savings plan with two incentives—they are helping to build resources from which they and others may draw, and they often obtain higher interest rates than can be obtained elsewhere.

A second value of the credit union is that it helps individuals to plan their spending programs. By borrowing today at low interest rates one is often able to save over the prices of tomorrow when the item purchased will have become a necessity. Planned spending, combined with wise borrowing, puts dollars to work in an effective and economical manner.

A third value—often illustrated by heart-breaking accounts—is found in the emergency demands upon credit unions. Sickness, financial losses, death, and other crises

wait for no man. Nor is any family free of these events calling for sudden and often large outlays of money. Here the credit union steps to the side of the hard-pressed member and sees him through his period of stress.

But credit unions do not work by themselves. Members must give their time as well as their money. Officers must be chosen, policies determined, educational materials prepared—dozens of tasks call for willing hands, alert minds, and unselfish spirits. In these processes democracy and cooperation become real. They are not matters to be talked about or even to be phrased in glittering language but they are things to be done here and now.

There are today more than 11,000 credit unions in the United States and Canada. These serve some 3½ million members and have assets of nearly 400 million dollars.

Six hundred credit unions have been organized among teachers. These teacher groups enroll at least one teacher in ten. In 1938 the loans to teachers totalled about 8 million dollars.

Such figures are surprising to many. The idea that "absent-minded" teachers can handle large sums of money is to many an achievement. Superintendent Herold Hunt (Kansas City, Mo.) noted this when he wrote: "In demonstrating the ability of teachers to handle and manage effectively large amounts of money, teachers credit unions have aided in raising the educational profession in the estimation of the business and professional world."

There are some who will say that teachers

can borrow money from banks and small-loan agencies. This is true and many teachers do borrow from such agencies. There is not necessarily any conflict between banks and the credit-union movement. In fact, credit-union money is deposited in banks and many of these institutions have helped to organize credit unions among their employees. The fact remains, however, that credit-union service to its members is a broader and deeper educational experience than borrowing from typical commercial loan agencies. Also the experience usually costs less in interest rates.

In most states today there are two types of credit unions—state and federal. The state units are chartered under their respective state law and are supervised by state officials, usually the state banking department. Federal units are chartered under federal law and are supervised by the Federal Deposit Insurance Corporation. The general regulations and practices of the two types are similar. Credit-union enthusiasts waste little time in debating the relative merits and advantages involved. The important thing for any interested local group is to investigate both types and then to choose the one best suited to local needs.

The spirit of cooperation in the credit union movement led in 1935 to the formation of the Credit Union National Association with offices in Madison, Wis. Through this organization are provided numerous services to local credit-union units. Most

states have leagues which also may be called upon for advice in organizing or improving credit unions.

The purposes of the NEA Credit Union Committee have been stated as follows:

1. To help the officers of the National Education Association and its departments develop an active interest in the teacher credit union movement
2. To keep the teaching profession continuously informed as to the need for and value of credit unions
3. To help the members of teacher credit unions to make efficient use of the facilities and resources available to them
4. Ultimately—to make available credit union service to every school employee in the United States.

Under war conditions, credit unions and other loan agencies have been restricted by federal laws with respect to credit. Gradually as these restrictions are removed people will again be using credit in purchasing commodities and in their other personal affairs. It will be, therefore, to the advantage of teachers to have credit unions organized and ready for service. For this reason the NEA Committee welcomes any opportunity to inform teachers as to the real place of the credit-union movement, and to help existing credit unions to make better use of their opportunities.

L. A. PINKNEY, Chairman
NEA Credit Union Committee
Kansas City, Mo.



Efficient Purchasing

1. Plans should be developed in every county for purchase of supplies through the county office on the basis of competitive bids. Substantial savings are now being effected in a number of counties which are following this procedure. Special provisions are made for emergencies so that no school will be handicapped. Consideration might also be given to voluntary state-wide pooling of purchases to obtain maximum savings for each school system.

2. More attention should be given to the preparation of adequate specifications to be used in making

purchases. Specifications properly prepared and used will afford a safeguard against inferior products. The state department should assist in preparing needed specifications.

3. Purchases should be based on instructional needs rather than on minimum cost regardless of need. Many times the cheapest product is not the one best suited to the needs of the schools.—Report of the Florida Citizens Committee on Education in *The Journal of the Florida Education Association*.

➤ SCHOOL LAW REVIEW ➤

No More Compulsory Flag Salutes Allowed

By DANIEL R. HODGDON

The Pledge of Allegiance was written in the editorial office of *Youth's Companion* by James B. Upham, and first appeared in print in the issue of that magazine published September 8, 1892.

It was prepared as a part of the magazine's campaign to place the flag in every school-house in the United States, that it might be saluted simultaneously by all school children on Columbus Day in 1892, the 400th anniversary. The *Companion* printed a complete program for a National Public School celebration on October 21, 1892, which it urged all of its friends and readers to bring to the attention of school officials.

The salute to the flag was to be made in the following manner: At a signal from the principal, the pupils in ordered ranks, hands to side, were to face the flag. At another signal, every pupil was to give the flag the military salute—right hand lifted, palm downward, to a line with the forehead and close to it. Standing thus, all were to repeat the pledge.

At the words "to my Flag" the right hand is extended gracefully, palm upward, toward the flag, and the pupils were to remain in this position until the end of the pledge; whereupon all hands immediately were to drop to the side. The more accepted procedure now is to have the child place his right hand over his heart.

The original wording of the pledge was, "I pledge allegiance to my Flag and to the Republic for which it stands; one nation indivisible, with liberty and justice for all." At the First National Flag Conference in 1923, the words, "the Flag of the United States," were substituted for "my Flag" and at the Second National Flag Conference, 1924, the words "of America" were added.

In about half of our states the flag salute is made a compulsory part of the public-school curriculum. The laws of some states specify what flag exercise is to be held, while in others a duty is imposed on the state educational authorities to prepare a program for use in the public schools for a salute to the flag.

Recently, the validity of these laws was ques-

tioned, when the young members of a religious sect called Jehovah's Witnesses refused to participate in flag-salute exercises.

The refusal of these children to salute the flag was predicated upon religious grounds. They were taught by their elders that saluting the flag amounted to worshipping a god other than the God Jehovah—a violation of the commandment, "Thou shalt have no other gods before me. . . . Thou shalt not bow down thyself to them, nor serve them."

The first case arose in Lynn, Mass. A third-grade pupil was observed to stand quietly by his desk while his classmates recited the pledge and raised their right hands in salute to the flag. In the two preceding years, the child had joined in the exercises. When questioned, he stated that he had decided not to salute the flag "because he was being called upon to adore the flag and bow down to the flag and that according to his religious views he could only adore and bow down to Jehovah."

The boy was excluded from school privileges until he should be willing to observe the rule for saluting the flag.

The court held that it was important to instill in young hearts an early proper respect for the flag—symbol of the Republic and its institutions. "That," said the court, "is a ceremony clearly designed to inculcate patriotism and to instill a recognition of the blessings conferred by orderly government under the Constitutions of the state and nation." The court also held that the salute could not be interpreted as religious worship. "There is nothing in the salute or the pledge of allegiance which constitutes an act of idolatry, or which approaches to any religious observance."

In New York, the court held in another case, "There is another strength which is necessary to preserve the government besides military force, and that is the moral strength, or public opinion of its citizens. Public opinion is as vital to the maintenance of good government as an army or a navy; in fact these latter can be destroyed quicker by public

opinion than by the attacks of the enemy. Many a nation has succumbed to the breakdown of the morale of its people. The State, therefore, is justified in taking such measures as will engender and maintain patriotism in the young."

In a case in California, the court said, "The simple salutation to the flag and the repetition of the pledge of allegiance, in the judgment of the proper governing body, tend to stimulate in the minds of youth in the formative period of life sentiments of lasting affection and respect for and unfaltering loyalty to our government and its institutions."

Thomas G. Booth once wrote:

"Because of religious scruples against saluting the flag children have been expelled from public schools in at least twelve states. In some instances they have been brutally whipped, threatened with terms in reformatories, and otherwise mistreated."

"The salute of the flag," said the court in New York, "is a gesture of love and respect—fine when there is real love and respect back of the gesture. The flag is dishonored by a salute by a child in reluctant and terrified obedience to a command of secular authority which clashes with the dictates of conscience. The flag cherished by all our hearts should not be soiled by the tears of a little child. The Constitution does not permit and the legislature never intended, that the flag should be so soiled and dishonored."

The Supreme Court of the United States defined religion thus: "The term religion has reference to one's views of his relations to his Creator, and to the obligations they impose of reverence for his being and character, and of obedience to his will. . . . With man's relations to his Maker and the obligations he may think they impose, and the manner in which an expression shall be made by him of his belief on those subjects, no interference can be permitted, provided always the laws of society, designed to secure its peace and prosperity, and the morals of its people, are not interfered with."

In a federal case from Pennsylvania, the only reported state decision holding that children were entitled to attend school even though they refused to salute the flag, the court makes a strong point of the individual's right to judge of the validity of his own religious beliefs. "Liberty of conscience," said the court, "means liberty for each individual to decide for himself what is to him religious. If an individual sincerely bases his acts or refusals to act on religious grounds, they must be accepted as such and may only be interfered with if it becomes necessary to do so in connection with the exercise of the police power—that is, if it appears that the public safety, health, or morals or property or personal rights, will be prejudiced by them. To

permit public officers to determine whether the views of individuals sincerely held and their acts sincerely undertaken on religious grounds are in fact based on convictions religious in character would be to sound the death knell to religious liberty. To such a pernicious and alien doctrine this court cannot subscribe."

In two appeals taken in 1937 to the Supreme Court of the United States, the cases were both dismissed for want of a substantial federal question.

But the United States Supreme Court has recently settled the question of a compelled salute to the flag of the United States when such salute is contrary to religious belief. The court said, "The right of a State to regulate, for example, a public utility may well include, so far as the due process test is concerned, power to impose all of the restrictions which a legislature may have a rational basis for adopting. . . . But freedom of speech, and of press, of assembly and of worship may not be infringed on such slender grounds. They are susceptible of restrictions only to prevent grave and immediate danger to interests which the State may lawfully protect."

The action of the local school authorities of a school district to compel the flag salute and pledge transcends constitutional limitations on their power as school authorities and invades the sphere of intellect and spirit which it is the purpose of the First Amendment to our Constitution to reserve from official control. The school authorities in any state have no right to compel a salute to a flag when the children believe that saluting a flag is idolatrous and incompatible with their interpretation of the Bible (Exodus, Chap. 20, verses 4, 5, and 6), which says, "Thou shalt not make unto thee any graven image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: Thou shalt not bow down thyself to them, nor serve them." Such children are taught to believe that they would die if they violated this law of God by saluting a flag.

No board of education has the authority to expel or suspend any child from school for refusal to salute a flag for religious reasons and no parent can be prosecuted for not sending the child to school where a rule to salute the flag of the United States compels the child to salute the flag, contrary to his religious belief.

State vs. Davis et al., 10 N. W. (2nd) 288. S. D. July 3, 1943.

Commonwealth vs. Conte, 154 Pa. Super. 112, 35 Atl. (2nd) 742. July 27, 1944.

Commonwealth vs. Crowley, 154 Pa. Super. 116, 35 Atl. (2nd) 744. Jan. 27, 1944.

➤ BOOK REVIEWS ➤

KIMBALL WILES and EARL R. GABLER, *Review Editors*

The Southern Study, by FRANK C. JENKINS, DRUZILLA C. KENT, VERNON M. SERNS, and EUGENE WATERS. Durham, N.C.: Southern Association of Secondary Schools and Colleges, 1946. 242 pages.

A must on the reading list of every school administrator, supervisor, and student of education!

Not enough is known about the Southern Study. Reports of the Study and its outcomes have been scattered and the over-all plan has been vague to many of us.

This report by members of the staff which helped the thirty-three schools to improve their programs presents a "statement of the nature and purpose of the Study, its methodology and some of its major outcomes . . . together with the implications of

these outcomes for Southern Education."

If the authors had been less modest they could have claimed implications for all education, because this book is a factual report of the application and effects of cooperative supervision. The staff assisted the thirty-three schools in the improvement of *their program* and in the evaluation of the objectives *the schools set for themselves*. The staff states that study "was concerned with the application of the method of investigation or problem solving, known generally as the scientific method, to cooperative use by school groups for the purpose of local school improvement."

The results obtained from the procedures used should encourage more school systems and teacher-training institutions to try the method. Schools



Just off press—

MATHEMATICS FOR THE CONSUMER

By Schorling-Clark-Lankford

Extends the study of general mathematics to the field of practical problems of the consumer—problems of everyday living. For senior high school grades.

MATHEMATICS IN LIFE: BASIC COURSE

By Schorling and Clark. A general mathematics for ninth grade with a gradual extended presentation of topics students usually find difficult to master.

ARITHMETIC FOR YOUNG AMERICA

By Clark and others. Distinguished textbooks for grades 3-8 that emphasize the meanings and relationships in number. Also *Fundamental Mathematics*, Books One and Two, identical in content to grades 7 and 8 of *Arithmetic for Young America*.

WORLD BOOK COMPANY

Yonkers-on-Hudson 5, New York

2126 Prairie Avenue, Chicago 16

In writing advertisers please mention CLEARING HOUSE

changed their curriculum. Teachers revised their methods. The evidence presented indicates that better learning situations resulted.

Three chapters give help on specific problems. Chapter IV has significant suggestions for persons who are planning workshops. Chapter V provides a number of good illustrations of the cooperative supervisors' work. (It contains detailed accounts of the way staff members helped school faculties.) Chapter VI will give a superintendent of schools or a principal planning a work conference for his faculty exceedingly valuable tips.

A six-page bibliography of the material written about the Southern Study schools, compiled by Mildred English, concludes the book.

On the negative side, it must be stated that neither the reader nor the reviewer can be sure about the date or place of publication by an examination of the book. The only information supplied is that the content is "reprinted from the *Southern Association Quarterly*, Vol. X, February an [sic] August, 1946."

KIMBALL WILES

The Making of a Southerner, by KATHERINE DU PRE LUMPKIN. New York: Alfred A. Knopf, 1947. 226 pages, \$3.

Miss Lumpkin's soul-searching volume is important not more for what it says than for what it leaves unsaid. It is one woman's account of the way in which the legend of "white supremacy"

developed and has been perpetuated in this country, and of the way in which the legend, by means of an intensive and pervading set of sanctions, rituals, and ceremonies, is imposed on every child who grows up in the South.

The book is more than an autobiography and more than a sociological thesis, but it has some of the best qualities possible in either of these. It is written with a restraint, a precision, and a forthrightness that builds up, for this reviewer, a much more convincing and much more informative argument than some of the other works we have been reading about the race-relations problem.

The Making of a Southerner is recommended for careful reading, in spite of the fact that many of our colleagues in education who may read it will respond with their conditioned reflexes and will, very likely, be anything but restrained in their objection. It is recommended because it is a testimonial by a Southerner who has been converted from the provincial dogmas that were her heritage and has had the great courage to write, with sympathy and insight, the story of her own conversion. It is important because it is a statement of the thinking and feeling processes by which many other men and women of her generation have freed themselves from the bitterness and hostility on which they were nourished from childhood. Incidentally, it is not just for Southerners, for the white-supremacy clan has more members north of Mason



Joyously to School

When He Has Such Textbooks as

ENJOYING ENGLISH, grades 7-12

by Wolfe, Hamilton, Geyer. "Takes away the boredom of studying," says a pupil. "I have never had so live a series of themes from my students," says a teacher.

ALGEBRA IN EASY STEPS, First-Year Algebra

by Edwin I. Stein. "The pupils like this book so much that they are asking for more," writes a principal. "They find algebra easy to grasp step by step."

THIS OUR WORLD, A Pageant of World History

by Bining, Howland, Shryock. "In This Our World I have at last found a history about which I am really enthusiastic. I especially like the unit on religions and the motivation," writes a teacher.

72 Fifth Ave.

NEWSON & COMPANY

New York 11, N.Y.

In writing advertisers please mention CLEARING HOUSE

and Dixon's line than it has in Dixie. It is to read and ponder wherever teachers are facing the issue of how to make America the land of the free.

JOHN CARR DUFF

When Peoples Meet—A Study in Race and Culture Contacts, edited by ALAIN LOCKE and BERNHARD J. STERN. New York: Hinds, Hayden & Eldredge, Inc., Revised Ed., 1946. 825 pages, \$3.75.

This revision of a book which originally appeared in 1942 contains a wealth of material of a highly useful nature to any teacher who is seriously concerned with relieving the tensions which prevent the political unification of the world's peoples. Before there can be a stronger United Nations, it is obvious that people of varying racial origins and those with differing cultural backgrounds must understand one another. This volume, which includes significant excerpts from the writings of leaders in the field of cultural anthropology, is a notable and distinctive contribution to that particular kind of knowledge which is valuable because it is useful.

The work was originally undertaken at the instance of the Progressive Education Association, and the new edition has been fostered by its successor, the American Education Fellowship, in cooperation with the publishers. The editors have, for years, been known as competent scholars, and when to their names are added those of the contributors—the late Franz Boas, Ruth Benedict, Ralph Linton, Otto Klineberg, James S. Allen, John Dollard, Carey McWilliams, and a host of others—it must be apparent that the material presented is both dependable and pro-democratic in its orientation.

In short, this reviewer will say without the slightest hesitation that the book, *When Peoples Meet*, should be on every teacher's desk and in every school or college library to be used as a factual weapon against all those bigots who would wreck our country by setting race against race and cultural group against cultural group.

WILLIAM H. FISHER
Fieldston School
New York, N. Y.

Heritage of World Literature (Literature: A Series of Anthologies), by E. A. CROSS and NEAL M. CROSS. New York: The Macmillan Company, 1946. 628 pages, \$3.

There is a stern necessity in these times to increase appreciation for the spirit of other peoples. We cannot afford to allow our high-school graduates to leave us without a conception of their belonging to a great brotherhood—a world fellowship with interlocking cultural backgrounds. Furthermore, we

New and Outstanding Texts *in the* *Social Studies*

Economic Roads for American Democracy

By William Van Til

A new, thoroughly objective discussion of all the basic proposals for achieving a high level of prosperity within our democratic framework. First text of the Consumer Education Study of the National Association of Secondary School Principals.

I Find My Vocation

New Third Edition

By Harry D. Kitson

A complete revision, offering new material and new illustrations, data from the latest U. S. Census, two new chapters, and a revised list of occupations. Numerous projects and exercises.

Your Marriage and Family Living

By Paul H. Landis

A new, interesting text for high school courses in marriage and family relationships, offering a helpful historical approach. Deals with all important problems in the field.

Economics for Our Times

By Augustus H. Smith

Approved by students and teachers, because of its especially understandable, interesting presentation, application of principles to everyday problems, and emphasis on the consumer's viewpoint.

**McGRAW-HILL
BOOK CO., INC.**

330 West 42nd Street

New York 18, N.Y.

In writing advertisers please mention CLEARING HOUSE

Americans must come to realize that we have inherited and will continue to inherit a valuable part of our culture from other peoples of the earth distant in both time and space.

This book, admirably built for this purpose, is intended for use instead of or as a supplement to the traditional "types," "British literature," or "American literature." The material is organized into sections dealing with Greece, Rome, the Middle Ages, the Renaissance, the Age of Reason, the Nineteenth Century, and the Modern World.

Th various selections are followed by questions for discussion, and the larger sections conclude with a valuable instrument for arousing thought and activity, "What Do You Think?"

Most of the selections this reviewer found appealing; however, he felt that the intellectual levels involved in the use of this anthology—and it is true of others, too—are higher than many students in high schools can readily comprehend. The best spot for this volume would be with a "fast" class with a teacher trained in world literature.

It is a worthy book in a difficult field, it meets a real school need, and the selections are superior.

LEON C. HOOD

C. J. Scott High School
East Orange, N. J.

Stories from the South, 287 pages.

Stories from the West, 319 pages. "Children of the U.S.A." Series, compiled by MARION BELDEN COOK. New York: Silver Burdett Co., 1946, \$1.40 each.

I've been on an historical, geological, geographical, occupational, and culinary journey. I've attended the Azalea Festival and Criers' Contest in South Carolina, listened to old ballads played on a dulcimer in Tennessee, gone sled riding on pine straw in Alabama, attended a candlelight ball at which Mississippi syllabub was served, thrilled to the colorful New Orleans Mardi Gras and the Fiesta de San Bartolomeo in New Mexico, camped at Boulder Dam, visited the Canal Zone, Puerto Rico, and the Virgin Islands. All these I experienced in reading *Stories from the South*.

Stories from the West introduced me to Scandinavian Iowa corn farmers, Kansas wheat farmers, Montana tungsten prospectors, Nevada sheep ranchers, Idaho potato growers, Washington loggers, Oregon apple growers, Alaskan air-mail and freight pilots, Hawaiian sugar producers, Guamanian "Chamorros," and Philippine abaca plantation owners.

I've been through floods, tornadoes, blizzards, and dust storms. I've won 4-H blue ribbons, lost

for your high school English class

NOW AVAILABLE ★

Prestwood PRACTICE IN ENGLISH

This independent workbook in English fundamentals will teach your students to apply important rules through a wealth of exercises which demand real understanding. A step-by-step plan insures a logical approach to learning and takes the guesswork out of correct usage. A complete program of tests helps to measure progress. List price 92¢

★ COMING SOON

Lass • McGill • Axelrod PLAYS FROM RADIO

A rich and varied collection of 14 radio plays for reading or school production, *Plays from Radio* has been compiled and edited especially for high school students. These plays, all successfully presented over the air, will develop your students' appreciation of the best in radio drama. Excellent study aids are provided, including a production manual and glossary of radio terminology.

Boston • New York • Chicago • Dallas • Atlanta • San Francisco

Houghton Mifflin Company

In writing advertisers please mention CLEARING HOUSE

some contests and won others, and solved at least two mysteries.

Together with *Stories from the North and East* these books make up the series entitled "Children of the U.S.A." Marion Belden Cook has selected stories typical of the states in which they take place. The vocabulary level is that of the fifth grade but the interest level should reach up through the ninth year. The series should make good supplementary material for slow readers in junior high school.

In addition to the rich delight of well told stories, children who read these books will be taught self-reliance, resourcefulness, courage in defeat, appreciation of darker-skinned Americans, and—above all, the Dewey philosophy that childhood is life, not a mere preparation for it.

MARGARET M. STUCKEY
Director of Instruction
Passaic, N. J.

New Studies in Grammar, by MABEL C. HERMANS and MARJORIE NICHOLS SHEA.
New York: Henry Holt & Co., 1946. 496 pages, \$1.68.

The authors have written an unusual book which provides the pupil with an attractive, logical

road to understanding of the basic principles of correct writing and speaking.

The material is arranged in twelve units. Each unit deals with several related facts of grammar and illustrates the use of these facts through articles on interesting subjects—for example, aviation, radio, sports, music, Mexico. The grammar illustrations and the exercises are given in well-written, interesting articles, rather than in the unrelated sentences found in most textbooks.

There are no formal rules. Instead there are appeals to the pupil's common sense. The beginning of each lesson offers a simple exposition of a principle, followed by sample practice work, and then a wealth of practice material for the pupil. Since a key for these exercises is contained in the book, a pupil may, if the teacher so wishes, study and check his work at his own speed. Twelve mastery tests, one for each unit, are provided in a separate pamphlet. There is a valuable word-study section for each unit.

The attractiveness of this book for both pupil and teacher lies in its emphasis on functional grammar and in the type of practice material.

ELIZABETH M. WHALEN
High School
Beverly, Mass.

The Geographic Why of Economic Activities



INFLUENCE OF GEOGRAPHY ON OUR ECONOMIC LIFE

By Ridgley and Ekblaw

Influence of Geography on Our Economic Life shows how environmental factors, especially climate, influence economic and social activities in various parts of the world and how people adapt themselves to local conditions everywhere. The contents of the book are organized in units convenient for daily study. Maps, graphs, and photographs occupy fully one-third of this interesting, teachable text. Written in the language of the secondary-school student. Exercises in the text may be used for self-directed study by the student. An unusually complete, optional workbook and a set of objective tests are available. Write our nearest office for further information.

THE GREGG PUBLISHING COMPANY
New York Chicago San Francisco Boston Dallas Toronto London

In writing advertisers please mention CLEARING HOUSE

It's Both a Record and a Force

For the past seventy-two years The Journal of Education has been reporting educational history and at the same time helping to make it.

If you are the sort of educational worker who wants to know what's going on all over America for the betterment of instruction and if you appreciate clear, concise statement more than longwinded fumbling for ideas—you may find this magazine just the one you've been looking for.

It is nobody's official organ—has no axe to grind, no pet theories to promote. It keeps you informed on matters of vital concern to educators. While its range of interest is as broad as the world, it has a knack of focussing on things very close to where you live and work.

Half a hundred aptly titled summaries, articles, and editorial features make each monthly issue more welcome than the last.

When the next three issues can be yours for fifty cents, why be a stranger?

The Journal of Education

8 Beacon Street, Boston 8

Latin America, Past and Present, by RUSSELL H. FITZGIBBON and FLAUD C. WOOTON. Boston: D. C. Heath and Co., 1946. 469 pages, \$2.20.

Latin America, Past and Present is aptly described by the authors as a "body of information" organized to give a "factual understanding of Latin American life as a foundation for attitudes of appreciation and cooperation." It has been planned for junior-high-school classes as a "text or supplementary book."

It is the latter function which it will serve most effectively. Teachers will appreciate the complete bibliography of teaching-learning aids. Pupils will turn to this book for a brief treatment of a variety of topics—homes, food, clothing, shelter, Mayan architecture, holidays, recreation, agriculture, politics, international relations, music, art and literature of Latin America. With the exception of the unit on "What Latin America Thinks and Creates," which gives an interesting introduction to the culture of "our neighbors to the south," the book is disappointing as a text.

The reader gains the impression that here is a mass of factual information, much of which is useful and interesting. But it will require a superior teacher to analyze the generalizations and organize the many kinds of information presented around geographical, historical, and socio-economic *relationships* in terms which are meaningful to boys and girls. In order to encourage and develop an understanding of basic *ideas* rather than an accumulation of facts, these relationships must be pointed up, emphasized, and "underlined" for young students.

As one of a number of parallel texts to be used by junior-high-school classes in their search for information, *Latin America, Past and Present* will make its contribution as a reference aid.

LORETTA E. KLEE

Ithaca Public Schools and
Cornell University

Supervision as Guidance: Studies in Human Development, by INGA OLLA HELSETH and LINDLEY STILES. Williamsburg, Va.: The Virginia Gazette Press, 1946. 79 pages, \$1.

Although the title leads the reader to expect something different, *Supervision as Guidance* is merely a description of good supervision presented in a new pattern.

Good supervisory practices are shown by an analysis of twenty-six incidents in teacher-supervisor relationships. These illustrations are the valuable part of the pamphlet. The incidents selected are well chosen and the analyses are carefully done. But

20 Skills Units In One Book:

This teaching aid offers schools an efficient and economical means of giving pupils basic training in the 20 social-studies skills that they will need throughout their school careers. Written in a clear, simple style, and humorously illustrated, SOCIAL-STUDIES SKILLS stimulates pupils to improve their social-studies work. And, as the list of units shows, many of the skills are applicable in other subjects.

Many leaders in the social-studies field have stated that social-studies pupils in the final years of high school generally are inadequately equipped in the basic skills needed for successful classroom work. But in schools throughout the country today, SOCIAL-STUDIES SKILLS is being used effectively on an early level to improve pupils' present and future social-studies work. Order a copy on approval today!

SOCIAL-STUDIES SKILLS

with Individual Self-Testing Key

By FORREST E. LONG and HELEN HALTER

Directions, Practice Materials, Tests, and Retests on 20 skills:

- | | |
|--|---|
| 1. How to Use Parliamentary Procedure | 11. How to Use an Index |
| 2. How to Understand Social-Studies Reading | 12. How to Use <i>The World Almanac</i> |
| 3. How to Use an Encyclopedia | 13. How to Locate References on a Topic |
| 4. How to Make an Honest Report | 14. How to Read Simple Graphs |
| 5. How to Use a Dictionary | 15. How to Read Pictorial Graphs and Maps |
| 6. How to Use a Map | 16. How to Read Percentages, Estimates, and Figures |
| 7. How to Use an Atlas | 17. How to Outline Social-Studies Material |
| 8. How to Do Committee Work | 18. How to Prepare a Good Report |
| 9. How to Take Part in a Social-Studies Discussion | 19. How to Give an Oral Report |
| 10. How to Use the Library Card Catalogue | 20. How to Make a Written Report |

—30-day approval—List price \$1.50—

Net professional price, with key, \$1.20

4-29 copies, including keys, \$1.05 each, net

30 or more copies, 90¢ net each, keys 5¢ each

INOR PUBLISHING CO. 207 Fourth Ave.
New York 3

In writing advertisers please mention CLEARING HOUSE

STAFF HANDBOOK for the HIGH SCHOOL NEWSPAPER

By CARL G. MILLER

This booklet, prepared by an experienced teacher and student adviser outlines the duties of staff members and provides rules for the editorial and business groups. A copy in the hands of each member of the staff of your school paper will save hours of the counselor's time. There are chapters on general policies, duties of each member of the staff, rules for copy and makeup, copy reading and proof reading signs and rules for style.

Price\$.35

OUTLINE FOR THE STUDY OF CONTEMPORARY LITERATURE

By MAX J. HERZBERG

This Outline contains brief characterizations of 110 modern American and British authors with suggestions for the study of their writings. The "Guide to the Study of Any Author" and the references to the sources of information about modern authors and their works, found in this Outline, are particularly helpful. Price ..\$.25

A NEW PICTORIAL MAP OF ENGLISH LITERATURE

A valuable visual aid for Students, Teachers, Librarians.

Contains a map of the British Isles, showing birthplaces of writers; a chronological list of English rulers; border sketches of writers, costumes of various periods, important buildings; modes of transportation and more.

Authentic and up-to-date. Size 22" x 28". Price \$1.00.

MAP OF AMERICAN LITERATURE

An interesting, colorful map designed to meet the needs of every student of American Literature. As a visual aid, it contains hundreds of titles and authors geographically placed, with date of writing or of publishing. New 1947 printing.

Size 25" x 38". Price \$1.50.

Special

Both Maps for \$2.25

THE PALMER COMPANY

370 Atlantic Ave.

Boston 10, Mass.

it is easy to see that the interpretations are made by a supervisor. For example, a situation which ends, "Today was not a good sample of your work or theirs (the pupils). (However) you have planned well this afternoon. Keep it up. We'll work together again soon. Will you put your plans in writing to start us off?" was interpreted to mean that the teacher "accepts the idea of making written detailed plans" and "looks forward to further consultation over plans."

The supervisory guidance described in the book is not indirect and there is an underlying assumption that the supervisor is always right and has all the answers. Such an underlying philosophy is open to question.

The supervisor is not viewed as a resource person to be used by the teacher or as a coordinator of teacher ideas.

Two other features of the book confuse the reader. The headings in the analyses vary in different portions of the book without any explanation. Second, the supervisor and the principal are presented in all illustrations as two different persons, which is not the situation in the majority of schools in the United States.

The bibliography, a combination of books on child development and supervision, is good.

KIMBALL WILES

"*Junior English in Action*," Boston: D. C. Heath and Co., Fourth Edition, 1946: *Book One*, by J. C. TRESSLER and MARGUERITE B. SHELMADINE. 401 pages, \$1.32. *Book Two*, by J. C. TRESSLER and MARGUERITE B. SHELMADINE. 402 pages, \$1.36. *Book Three*, by J. C. TRESSLER. 466 pages, \$1.44.

These completely revised editions of "Junior English in Action" are based on a principle which is fundamental—every pupil experience in and out of school which calls for communication and self-expression offers an opportunity for building correct habits and skills.

Each book in the series is divided into two sections. Part One deals with listening, speaking, reading, and writing activities. A random selection will show that the subjects deal with in-school and out-of-school activities: "You and Your School," "Let's Talk," "Storytelling," "Living with Others," "Explaining and Directing," "Reading for Fun," "Writing Social Letters," "Building Paragraphs," and "Using the Library."

The second part of each book is a handbook of grammar and usage. Each unit has a good explanation of the various problems plus sufficient practice work. Longer practices are divided into parts A and B. Part B may be used for more advanced students.

In writing advertisers please mention CLEARING HOUSE

A New Approach to the History and Teaching of Mathematics

SURVEYING INSTRUMENTS

THEIR HISTORY AND CLASSROOM USE

BY EDMOND R. KIELY

This volume, the Nineteenth Yearbook of the National Council of Teachers of Mathematics, traces the development of surveying methods and instruments from earliest times to the present, and discusses the contributions of ancient civilizations, Greece and Rome, mediaeval Europe, Islam, and modern Europe.

- Considers problems of teaching geometry and trigonometry today from a new viewpoint: stresses learning geometric principles through experience in the surveying field—starts with actual exercise and derives from it the geometric principle.
- Stimulates the interest of students by staging each problem within a historic background.
- Includes practical exercises—accompanied by diagrams and references—which the teacher may use in the classroom and in the field.
- Enables the teacher to carry out an effective program of simple surveying.

Illustrated with almost three hundred drawings, sketches, photographs, diagrams, and reproductions of old drawings, and written in clear, readable style. Thoroughly documented with appendix of original texts of quotations, and extensive bibliography.

Invaluable for teachers and all others interested in mathematics. Indispensable for libraries because it gives a history of surveying instruments not available elsewhere.

Ready in May *\$3.00 Postpaid*

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
New York 27, N. Y.

In writing advertisers please mention CLEARING HOUSE

The units are flexible so that some of them may be omitted if they are too difficult for certain classes.

The Teacher's Manual includes a syllabus for normal and slow groups and a unit-by-unit guide called "The Slow and the Bright." Each unit contains tests, both diagnostic and mastery. Many of the grammatical sticklers are illustrated by excellent line drawings (a la Munro Leaf) which effectively explain these problems to the student.

There are many photographs and many color illustrations, based on scenes from well known children's books, which can be used for composition work and the stimulation of good reading.

In all, the series is an up-to-date presentation of subject-matter which can be used effectively in many English classrooms.

NICHOLAS D. GROSSO
Junior High School No. 5
Trenton, N. J.

Speech, by ANDREW THOMAS WEAVER and GLADYS LOUISE BORCHERS. Boston, Mass.: Harcourt, Brace and Company, 1946. 566 pages, \$1.96.

It will be a happy day for the college teacher of speech when all high-school students can have the thorough groundwork in speech training that has

been provided by the competent authorities, Drs. Borchers and Weaver, in their new textbook, entitled *Speech*.

The book has many virtues. Most of the speech objectives are so well explained and so well motivated that the reviewer found herself actually trying the explicit and practical exercises and thoroughly enjoying the pictorial illustrations.

Objections might be made by the extremely critical to certain aspects of the discussion material. Some of the chapters in Part II, particularly the one headed "Keys to the Mind," might prove rather uphill reading for the average high-school pupil.

It seems too bad that the high-school text must include something of everything. For although chapters such as those on dramatics are helpful as far as they go, they must perforce leave much unsaid, while a thorough understanding of discussion and debate seems so essential that the material offered could well be supplemented.

With expert teaching, this book should give the high-school student a splendid introduction to an appreciation of that fine art called *SPEECH*.

HELEN OSBAND
Assistant Professor of Speech
University of Alabama

A book of daily usefulness:

TEACHING ATHLETIC SKILLS in Physical Education

By Henry C. Craine—Foreword by Dr. Jay B. Nash

215 competitive skills
games, with scoring, for
teaching the individual skills
of 8 sports

Part II of this book takes the *individual skills* of 8 different sports, and makes exciting competitive games, *with scoring*, of them. An average of 27 graduated, coordinated skills games for each sport. Here's a program for boys' or girls' classes, large or small, to use in big or limited space! Improve the sports abilities of your pupils while giving them big-muscle activities! Part I contains 7 fine chapters on the organization, administration, and teaching of the modern athletic-skills program, according to accepted educational principles. The 215 skills games are ideal for use in large or small space.

Net prof. price, \$2.20—10-day free examination

INOR PUBLISHING CO.

207 Fourth Ave.
New York 3

In writing advertisers please mention CLEARING HOUSE

THE PEABODY JOURNAL OF EDUCATION

Published bi-monthly by the Faculty of George Peabody College for Teachers, the JOURNAL presents representative views in the general field of Education. Each issue contains articles on the varying phases of the current situation. Each issue includes the Bi-monthly Booknotes, a budgeted selection of professional and cultural books for the teacher's library.

Now in the Twenty-Fourth Year of Publication

Sample copy sent on request

Subscription price \$2.00 the year

ADDRESS

PEABODY JOURNAL OF EDUCATION

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

In writing advertisers please mention CLEARING HOUSE

SCHOOL NEWS DIGEST

(Continued from page 496)

and expressions that are not desirable in a book for library use by children.") By a 6-to-1 vote, the Board of Education has made the recommendation an order. At the hearing, the Board heard itself denounced for 90 minutes by 11 speakers, some representing liberal organizations, for unwarranted interference with rights of free citizens and for "flouting the considered opinions of teachers and librarians." Publishers of the book, Duell, Sloane & Pearce, have offered to produce a school edition, and the Board approved the idea.

WEEK: National Boys and Girls Week is April 26 through May 3. Information, suggestions, and free materials may be obtained from National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1, Ill.

WOMEN: Two awards of \$400 each for significant research studies in education, on "Professional Problems of Women," are offered again this year by Pi Lambda Theta, national association for women in education. Entries must be submitted by July 1, 1947. Inquiries should be addressed to the chair-

man of the Committee on Studies and Awards, Ben Goodykoontz, U. S. Office of Education, Washington, D. C.

THE EAST: If by any chance you've ever had a yen to travel across India, go through the Khyber Pass, and become a teacher in Afghanistan—well, surprisingly enough, it's possible. The U. S. Department of State is attempting to obtain 31 American male teachers for the Afghan Ministry of Education. Applicants must have bachelor's or master's degrees and experience in teaching mathematics, English, physics, chemistry, biology, geography, or geology. Two principals are wanted, and three experts in methods of teaching English for the Teachers' College at Kabul. The schools to which teachers will be assigned are at Kabul, the capitol, and at Kandahar, "center of Afghan history and Pushtu culture." *Anna and the King of Siam* notwithstanding, no women teachers are wanted. You can learn all about it by writing to the Division of International Exchange of Persons, Department of State, Washington, D. C. You have to sign a 3-year contract, and the salary is modest. But you get transportation both ways, and some day you can write a book entitled *Afghan Adventure*.

The LANGUAGE ARTS

For 7th to 9th grade classes, **SOCIAL LANGUAGE** offers eight units on the language arts, with sections of language and speech activities that are of absorbing interest to pupils. There are also seven units that form an introduction to the study of foreign language.

SOCIAL LANGUAGE

Frederick & Smith

The authors know how to write for children: the text matter and the activities in each unit are a delight for both pupils and teacher. The book offers a well-balanced one or two semester course. The units in Part I present the interesting facts about language and speech, and are of value in English as well as foreign language work. The Part II units give pupils the valuable experience of sampling the major foreign languages and of learning what it is like to study one. **SOCIAL LANGUAGE** is a useful handbook for English and foreign-language teachers, as well as a general language textbook for pupils.

30-day approval—net, \$1.11

INOR PUBLISHING CO.
207 Fourth Ave., New York 3

CHARACTER EDUCATION

In the present emphatic trend toward more adequate character education on the 7th to 9th grade level, **NEWSPAPER STORIES FOR GROUP GUIDANCE** is a book remarkably well suited for two purposes: *first*, in schools that offer a character-education course, it is a textbook for pupils; *second*, in schools where character education is a homeroom project, it is a manual for homeroom teachers.

NEWSPAPER STORIES for GROUP GUIDANCE

Brewer & Glidden

This book contains 170 newspaper stories, selected and rewritten for children, and arranged in subject-unit groups. In each story a character faces a problem of right and wrong, and solves it according to his idea of what is right. But in not a single story is the right decision easy or obvious. Pupils enjoy discussion of the series of questions following each story, in which every angle of the problem involved is developed.

30-day approval—net, \$1.29

INOR PUBLISHING CO.
207 Fourth Ave., New York

In writing advertisers please mention CLEARING HOUSE